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SEAL OF COLEGIO DE LA PURISIMA CONCEPCION

The College Seal of CPC has made use of the three symbols which appropriately the “Catholic Education” it offers as unique from the education provided by other institutions of learning. The book and the beak symbolize the acquisition of KNOWLEDGE while the cross represents the DOCTRINE OF THE CATHOLIC CHURCH integrated into the general education the College serviced to its CLIENTELE. The blue color of the Seal symbolizes the BLESSED VIRGIN MARY, the patroness of the College who provides the needed inspiration and under whose mantle of protection, the College continues to exist and does its mission as an evangelizer of Catholic education. The motto of the College “PRO DEO ET PATRIA” (FOR GOD AND COUNTRY) is arched on top of the symbolism which signifies the INTEGRAL CHRISTIAN FORMATION of the human person and interpreted further as the strong adherence of the College for LOVE and PATRIOTISM to GOD and COUNTRY.

The CPC School of Graduate Studies Research Journal is annually published by the Center for Research, Evaluation and Statistical Analysis (CRESA) Office, Colegio de la Purisima Concepcion, Roxas City, Capiz, Philippines.



CPC VMGO

CPC VISION

A Center of Excellence for Catholic Education

CPC MISSION

Produce globally competitive professionals through quality Catholic instruction, relevant research and community service for love of God and country under the patronage of the Blessed Virgin Mary.

CPC GOALS

1. Promote quality Catholic instruction, cultural heritage, relevant research and community service, for love of God, Mary and country; and
2. Sustain an effective and quality management system to promote globally competitive development

CPC OBJECTIVES

1. Offer programs in basic education, arts and sciences, business and marine education, engineering and technology, criminal justice, post-graduate studies and other relevant programs.
2. Preserve, enrich and promote the culture of Capiz in the Philippines.
3. Strengthen research engagement and social responsibility among stakeholders of the college.
4. Deepen Christian values among stakeholders of the college
5. Adopt a quality management system that addresses emerging needs of a fast-changing global community.

CPC CORE VALUES

Pro Deo et Patria (Love of God and Country),
Faith, Hope, Charity, Integrity, Justice, Mercy, Excellence, Service



VISION

A dynamic and responsive Catholic Graduate Education

MISSION

To provide quality graduate programs through scholarly and relevant research in various disciplines and responsive to opportunities for community development

GOALS AND OBJECTIVES

- GOAL 1 Well- integrated Christian and value formation in the curriculum.
Objective To the Christian formation and core values of the school
- GOAL 2 Effective and efficient governance of the SGS.
Objective To observe transparency in the administration of the department.
- GOAL 2 Effective and efficient governance of the SGS.
Objective To observe transparency in the administration of the department.
- GOAL 3 Quality, relevant and research- based instruction.
Objective To improve the curricular offerings in order to address industry needs.
- GOAL 4 Strong and competent pool of graduate and post-graduate professors.
Objective To attract qualified and competent professors.
- GOAL 5 Strong culture of research among professors and students.
Objective To inculcate the culture of research among professors and students.
- GOAL 6 Conducive learning resource center.
Objective To provide professors and students with appropriate learning materials and facilities.
- GOAL 7 Quality support services.
Objective To provide students with the necessary academic and non- academic support services
- GOAL 8 Active involvement in the CPC Community Extension programs
Objective To align the outreach program of the SGS to CPC's extension program and empower professors and students that they may share their knowledge and skills to the community.
- GOAL 9 Conducive learning environment for the SGS
Objective To improve facilities in support of instruction.

CORE VALUES

Faith, Scholarship



CENTER FOR RESEARCH, EVALUATION AND STATISTICAL ANALYSIS (CRESA VMGO)

VISION

CPC a center for excellence in research

MISSION

The college through its research activities shall generate quality research, relevant information and services in various disciplines to improve the quality of life of the people in the community and country.

GOALS

1. Promote quality and relevant researches.
2. Sustain capability building for effective and efficient performance.
3. Update partnership with other agencies

OBJECTIVES

1. Conduct researches/projects in line with the national, regional, provincial and institutional research agenda.
2. Disseminate research results in the international, national, provincial and institutional levels.
3. Engage in research capability building for more involvement in research activities.
4. Publish researches in journals/referred journals.
5. Maintain publication of the journals, referred journal, instructional materials, guides and bulletins of information.
6. Engage in the production/commercialization and technology transfer of research outputs.
7. Promote linkages with other agencies in the international, national, regional and provincial levels.

CORE VALUES

Daily Activities are guided by
Faith, Hope, Charity, Integrity, Justice, Mercy, Excellence, Service

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CPC EXTENSION VMGO

VISION

A Center of Excellence for Catholic social transformation and community

MISSION

Sustain viable projects in its partner community which are well participated by the beneficiaries, CPC community, and linkages with government and non-government organizations.

GOALS

1. To promote quality Christian and values formation, organization and management, and relevant quality learning on extension services program.
2. Sustain responsive community extension activities and partnership.

OBJECTIVES

1. To train Christian leaders to act as catalyst in the community and help beneficiaries to be God loving and God centered persons.
2. To review and revise objectives to cope with the needs of the time.
3. To equip student volunteers with adequate skills for them to render quality service to the clientele.
4. To conduct research studies for livelihood programs of the community and for fund sourcing.
5. To develop wholesome attitudes toward work, proper nutrition, healthy living, protection of environment, education and social enterprise.
6. To incorporate goals for expenditure reduction, service quality improvement, workforce management, accountability, technology, and business process improvement

CPC CORE VALUES

The CPC Extension Services adheres the core values of Pro Deo et Patria (Love of God and Country), Excellence, Integrity, Teamwork, Commitment, Transparency, Accountability, and Social Transformational Responsibility.

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SOCIAL SUPPORT AND SELF-EFFICACY OF SECONDARY TEACHERS IN PANAY ISLAND

Allan A. Alovera¹, Dr. Evangeline B. Ybañez²

ABSTRACT

This descriptive-correlational study was conducted to determine the level of social support and self-efficacy of the secondary teachers in Panay Island. Mixed method of research employing quantitative and qualitative approaches in gathering the data were used. A random sample of 251 secondary teachers from Panay Island were the chosen respondents of the study.

Data were gathered using a researcher-made survey questionnaire pilot tested with 0.891 reliability using Cronbach alpha and validated by a pool of experts such as English critic, research expert, statistician as well as the advisory committee.

Generally, secondary school teachers had very good level of social support. Teachers had very good level of social support in all three indicators such as availability, quality and impact. Secondary school teachers had very good degree of self-efficacy. In terms of classroom function and school function, secondary teachers had outstanding degree of self-efficacy. On the other hand, in terms of academic community function and family function, secondary teachers had very good degree of self-efficacy.

Demographic profile such as educational attainment, position and length of service tended to affect the level of social support of secondary school teachers. On the other hand, age, sex, and civil status did not affect the level of social support of secondary school teachers.

Self-efficacy of secondary school teachers significantly differed in terms of various demographic profile such as sex, educational attainment, position and length of service. Age and civil status did not affect the degree of self- efficacy of teachers.

Lastly, the level of social support was found to significantly affect the teachers' self-efficacy. Some recommendations were laid by the

researcher to promote and foster social support and build self-efficacy among the teachers.

Keywords: social support, self-efficacy

INTRODUCTION

Background and Rationale of the Study

Teaching in the 21st century poses a number of challenges for teachers. Because of these challenges, teachers need to take on more roles in their schools to address the expectations of students, parents and the community. These expectations have brought about the need for lifelong learning, with competencies such as research, critical thinking, problem-solving, teamwork, and the use of information and communication technologies, which have considerably changed the responsibilities of teachers. In addition, teachers' competence in various fields has become a must for organizational performance and productivity. In view of this, teachers are really in need of support system from people around them such as their families, friends and colleagues in order to cope with the demands of their roles as educators in the new era (Türkoğlu et al., 2017).

According to a 2016 study conducted by the Robert Wood Johnson Foundation in Chicago, 46% of teachers reported high daily stress that affected their quality of life and teaching performance, which in turn, lowered their levels of social adjustment and the academic performance of their students. The study suggested that schools should use interventions to reduce teachers' stress by changing the school culture and approaches to teaching. It also suggested that social support for teachers such as mentoring, workplace wellness and mindfulness be put in place for the benefit of both teachers and students (Harper, 2018).

Teachers' role has a huge impact on the learning process of students. Basically, teachers are vital for success or failure of an educational system. Thus, the more competent the teachers are, the more effective is the educational system. If the teachers are competent, they will

affect students' in a positive way. The competency of teachers is based on their self-efficacy. Lack of self-efficacy causes many psychological problems such as low confidence level and low self-esteem. For instance, Pakistan as a whole, is facing a great shortage of quality teachers in terms of self-efficacy beliefs. There is a great need to make them aware of their self-efficacy beliefs, so they can practically use it in their classroom and in school in general (Shahzad & Naureen, 2017).

In Sweden, it was found out that the self-efficacy of teachers mainly came from experience, education and interest. Moreover, contextual factors could both limit and boost the teachers. Negative attitudes could be due to a lack of support and resources, consequently impeding effective teaching. Teachers educated in technology education generally expressed more positive attitudes and thus seemed to have advantages in relation to technology teaching (Nordlof, 2017).

Self-efficacy beliefs produce their effects through cognitive, motivational, affective and elective processes. In 2016, cross-sectional survey method to determine the teachers' self-efficacy in inclusion classes was done in a rural, private, basic education school in the Philippines. The results suggested that the respondents' professional preparation in terms of highest educational attainment was basic. Seminars and trainings remained below average, which shows the satisfaction of the teachers at limiting time spent for seminars. Very good cognitive process, motivational process, affective process, and selective process was recorded. There was no significant difference between the teachers' professional preparation and their level of self-efficacy (Dalanon & Matsuka, 2016).

Working conditions of public school teachers in Davao Region were found to exhibit a high level of sense of efficacy and high level of willingness to remain in the profession. The results of the study also confirmed that there was a significant relationship between working condition and willingness to remain in the profession of public school teachers. In the same manner, there was a significant relationship between working condition and sense of efficacy. A significant relationship also existed between sense of efficacy and willingness to remain in the profession of public school teachers. Lastly, the results of the study also suggested that sense of efficacy had a partial

mediating effect on the relationship between working condition and willingness to remain in the profession of public school secondary teachers (Mopal, 2015).

The researcher has experienced common pitfalls in dealing with diverse learners, parents, colleagues, stakeholders, family, friends and other members of the community while performing functions in the classroom, school, family and academic community. For this reason, the research has endeavored to come up with effective planning and ways to improve the level of social support and the degree of self-efficacy of teachers so as to empower them as they do their functions in school, family and in the community where they live.

Statement of the Problem

Generally, this study is conducted to determine the relationship between the level of social support received by the public secondary school teachers in relation to the degree of their self-efficacy in doing different functions.

Specifically, this study aimed to answer the following questions:

1. What is the level of social support received by the teachers in terms of availability, quality, and impact?
2. What is the degree of self-efficacy of teachers in terms of classroom function, school function, academic community function, and family function?
3. Are there significant differences in the level of social support received by teachers in terms of availability, quality and impact when they are grouped according to age, sex, civil status, educational attainment, position, and length of service?
4. Are there significant differences in the degree of self-efficacy of teachers in terms of classroom function, school function, academic community function and family function when they are grouped according to age, sex, civil status, educational attainment, position, and length of service?

5. Is there a significant relationship between the social support and self-efficacy of teachers in Panay Island?

Theoretical Framework

This study was anchored on the Self-Efficacy Theory, also known as Social Cognitive Theory, by Albert Bandura (1997). Bandura posits that humans are quite flexible and capable of learning a multitude of attitudes, skills and behaviors, and that a good bit of those learnings are a result of vicarious experiences. Social Cognitive Theory rests on several basic assumptions. One of the assumptions is a triadic causation model that includes behavioral environment, and personal factors. People have the capacity to regulate their lives. They can transform transitory events into relatively consistent ways of evaluating and regulating their social and cultural environments. Without this capacity, people would merely react to sensory experiences and would lack the capacity to anticipate events, create new ideas, or use internal standards to evaluate present experiences (Feldman, 2017).

In addition, this theory assumes that humans have the capacity to control the nature and quality of their lives. People are the producers as well as products of social systems. People regulate their conduct through both external and internal factors, which include physical and social environment, self-observation, judgmental process, and self-reaction. When people find themselves in morally ambiguous situations, they typically attempt to regulate their behavior, disregarding or distorting the consequences of their behavior, dehumanizing or blaming the victims of their behavior, and displacing or diffusing responsibility for their actions (Feist, 2018).

Another theory used in this study is the Cognitive Social Learning Theory by Julian Rotter and Walter Mischel (1982). It assumes that humans interact with their meaningful environment. People's reaction to environmental stimuli depends on the meaning or importance that they attach to an event. Reinforcements are not dependent on external stimuli alone but are given meaning by the individual's cognitive capacity (Branscombe and Baron, 2017).

Self-efficacy beliefs can enhance a person's accomplishment and well being in countless ways. They influence the choices people make and the courses of action they pursue. People tend to select tasks and activities in which they feel competent and confident and avoid those in which they are not. Unless people believe that their actions will have the desired consequences, they have little incentive to engage in those actions. Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. People with a strong sense of personal competence approach difficult tasks as challenges to be mastered rather than as threats to be avoided. These concepts make the abovementioned theories applicable to teachers' self-efficacy beliefs as important factors in achieving their goal and in performing multi-tasks as part of the demands of their work as educators.

For social support, Adlerian Theory by Alfred Adler was used. According to this theory, people are born with weak, inferior bodies—a condition that leads to a feeling of inferiority and a consequent dependence on other people. Therefore, a feeling of unity with others is inherent in people and the ultimate standard for psychological health. People are viewed as being motivated mostly by social influences and by their striving for superiority or success and that they are largely responsible for who they are. Present behavior is shaped by people's view of the future, psychologically healthy people are usually aware of what they are doing and why they are doing it (Custom, 2015).

Next to parents, teachers have the most important and biggest role in a student's life. They are the ones who mold the character of the young and contribute to raising educated, sane and responsible citizens of the country. This makes the teacher jobs valuable and significant as they have the opportunity to impact the lives of students and the future of the country. But at the same time, this makes teachers' jobs challenging and full of responsibility. They encounter many obstacles and hurdles many challenges because of the many roles they play in trying to educate the learners. Having these conditions, teachers need support from different people to be able to draw some strength and feeling of security when they feel weak and inferior because of the demands and challenges

of their responsibilities as educators. This is the underlying principle which makes this theory applicable for this study.

Conceptual Framework

This study used the independent variable-dependent variables model to describe the relationship of the different variables utilized in the study. The socio-demographic profile is used as independent variable. There are six socio-demographic characteristics that are used in this study, namely age, sex, civil status, educational attainment, position, and length of service.

There are two dependent variables namely, social support and self-efficacy of the secondary school teachers in the entire Island of Panay. Social support was categorized in terms of availability, quality and impact.

Self-efficacy was categorized in terms of classroom function, school function, academic community function and family function.

RELATED LITERATURE

Social Support. Social support is a powerful predictor of a healthy and long life. Large, well-controlled prospective studies show that social support has an impact on older adults' health independently of potentially confounded factors such as socioeconomic status, health-risk behaviors, use of health services, and personality. Social support refers to positive exchanges with network members that help people stay healthy or cope with adverse events (Thoits, 2011). Researchers typically distinguish the following types of supportive behavior: instrumental aid, the expression of emotional caring or concern, and the provision of advice and guidance (Dykstra, 2015).

Social support involves behavioral exchanges (giving and receiving) that are intended as helpful and are perceived as such. Social support needs to be distinguished conceptually from the other ways through which people benefit from having close relationships.

Networks provide opportunities for companionship and social engagement. Shared leisure activities serve as a source of pleasure and stimulation, whereas the participation in meaningful community activities brings social recognition.

Perceived social support and organizational trust have gained importance in organizational life along with the human relationship among organizations. While social support concept has been accepted as the support obtained from an individual's surroundings, organizational trust is defined as the result of consistent behaviors based on mutual respect and courtesy. It considers members' benefit and is usually gained gradually. In a study conducted by Tasdan and Tugba (2010), which was carried out to define the level of primary school teachers' perceived social support and organizational trust and to exhibit the relationship between perceived social support and organizational trust. It is revealed that there was a medium level positive correlation between Kars City Center primary school teachers' perceived social support and organizational trust towards the school principal and between the level of colleague support and trust towards colleagues.

Self- Efficacy. The identification and retention of quality teachers is an area of international concern. The teaching profession in the U.S., for example, is characterized by high turnover within the first five years of teaching. Researchers and practitioners have acknowledged the importance of teacher motivation, particularly their sense of self-efficacy, as a strong predictor of their job satisfaction and intention to stay in the profession. Representative of teachers' beliefs that they can accomplish teaching tasks at a desired level of competence in a specific context, teacher self-efficacy has also been associated with such teacher practices as greater persistence with students who are struggling (Kuusinen, 2016).

The level of self efficacy as an important factor in determining how to overcome demanding situations, has also indications for teachers. Teachers' perceptions of their level of knowledge, skills and experience have an important role in overcoming difficult situations effectively during their professional life. Self perception of teachers in terms of their professional competencies is an important research area, and as a specific domain of self efficacy it is named as teacher self

efficacy belief. Accordingly, teacher self efficacy consists of fulfilling professional requirements, organizing teaching processes, performing the tasks and procedures related with school operation, being a part of the school, ability of completing social and political processes in the school setting (Savas et al., 2015).

Teachers with greater sense of self-efficacy show more commitment and interest towards teaching and reveal less criticism on students' mistakes. It is related to encouraging student and teacher conduct in a positive way and has a powerful effect on the educational system and its improvement. Teachers with high self-efficacy prefer to work longer hours with disability students and show less resilient attitude. Understanding teachers' self efficacy can contribute to teachers in understanding and coping with burnout and have a positive effect on teacher motivation and performance. Teachers with high self efficacy levels who experience problems related to their profession, dwell on these problems and make an effort to solve them. Conversely, teachers with low self efficacy levels avoid such problems and try to solve their emotional disturbances in their inner world.

A study conducted by Choi and Lee (2017) explored the relationship between teachers' self-efficacy and teaching practices using a mixed-methods approach. a total of 190 secondary school EFL teachers completed questionnaires on their self-efficacy beliefs and current teaching practices, and 11 teachers participated in one-to-one interviews. Results indicate that overall self-efficacy beliefs were significantly associated with the use of teaching practices that were student-centred and L2 interaction-focused. Among three sub-types of self-efficacy (instructional strategies, student engagement, and classroom management), classroom management was a significant predictor of communicative versus non-communicative teaching practices. Classroom management efficacy positively contributed to using communicative practices and was negatively associated with non-communicative practices. Interview data reveal that sociocultural factors and beliefs about 'ideal' ways of teaching English also influenced the association between efficacy beliefs and actual teaching. It was also found out that the two constructs had a circular relationship; the accumulated experience of a particular practice in turn influenced teachers' self-efficacy.

Social Support. The study conducted by Alovera (2017), revealed that Grade 11 teachers had excellent social support in terms of availability and satisfaction. The level of social support was categorized as outstanding. Results showed that although social support was available, the respondents were not highly satisfied with the support. The verbal interpretation meant that the respondents had received outstanding social support in terms of availability from people they could trust with confidential information. There were some teachers who believed that they had not been receiving adequate social support from their school administrators and their fellow teachers.

There were friends who provided them with financial help when they were in dire need for monetary help and there were also those who listened to their problems, gestures that were very comforting to the teachers. These forms of social support made the teachers feel that they had people from whom they could ask for help in times of need. It was therefore important for the school administrators to provide support systems for the teachers for them to be efficient in their work.

Self-Efficacy. Today's teachers have an increasing number of demands on their time. In addition to job and parental demands, teachers must manage parent conferences; attend staff meetings; and perform countless functions. New teachers, especially, may struggle with time management because they are expected not only to create their own lesson plans and develop teaching and classroom-management strategies for a full schedule of classes but also to quickly learn administrative tasks, including taking attendance and reporting truancies, and communicating with parents, all in relative isolation. As a result, teachers leave the teaching profession and land other jobs. Meanwhile, successful democracies and economies demand that all students acquire analytical thinking, adept communication, and complex problem-solving skills. This kind of authentic learning requires highly skilled, accomplished teachers working within a school climate that promotes effective learning experiences (Mopal, 2015).

METHODOLOGY

Research Design

In determining the level of social support, degree of self-efficacy and their relationship, the researcher utilized a descriptive-correlational research design that employed quantitative and qualitative data. A descriptive correlational design was used to gather the primary data considering the objectives of the study and the nature and of the research problems, as well as in order to develop a set of methods and procedures and to be able to answer the research problems and test research hypothesis with a high degree of confidence (Stangor, 2011).

Descriptive-quantitative correlational research was utilized in order to get the quantitative overview of the frequency and to create a snapshot of teachers' level of social support and degree of self-efficacy. Descriptive analysis was used to assess the percentages of respondents according to their socio-demographic profile and the sample means of those who exhibited each of the dimensions of social support and self-efficacy. This study involved taking the primary data from the responses of the research participants in the self-made questionnaire.

A correlational research design was also utilized to find out if there is a significant relationship between the level of social support and the degree of self-efficacy as well as to determine whether there is existing relationships among the variables or none, if ever there is, to what extent or at what degree is the relationship.

The quantitative research was utilized in this study in order to determine the level of social support and the degree of self-efficacy of public secondary school teachers in the Island of Panay.

On the other hand, qualitative approach was used to corroborate and verify the numerical results on the level of social support and the degree of self-efficacy through a focus group discussion among the public secondary school teachers in Panay Island. The qualitative approach validated the numerical results obtained through focus group discussion (FGD) among the secondary school teachers in Panay Island that were purposively chosen by the researcher.

Research Participants and Sampling Procedure

The data collection procedure was carried out with a sample population of 251 from the total population of 675 public secondary school teachers from the various provinces of Panay Island for academic year 2019- 2020. Likewise, purposive sampling of forty participants for the FGD was chosen to further explore their social support and self-efficacy. The biggest school in every province was chosen as a population sample because they had the largest number of teachers.

Guided by the objectives of the study, the researcher employed the selective sampling method, a non-probability sampling which relies on the researcher's judgment when choosing members of the population to participate in the study. This sampling method requires prior knowledge about the purpose of the study in order to properly choose and approach eligible participants. It was used to access a particular subset of people, as all participants of a study were selected because they fit a particular profile (Vilela, 2018).

To sample a sufficient number that would generate a more precise confidence, the survey's margin of error was set at 5%. The required sample size was determined using the Robert Sloven's formula.

Table 1. Respondents of the study per school.

School	Population	Sample Size	Percentage
A	89	33	13.15
B	170	63	25.05
C	216	80	31.87
C	200	75	29.88
TOTAL	675	251	100%

Research Instrument Used

The study used a researcher-made questionnaire as a tool for gathering primary data. The questionnaire is appropriate according to Reganit (2010) when information needed is from varied and widely scattered sources and when it is not possible to explain briefly the objectives of the survey.

The researcher-made questionnaire was developed containing standard measurement of socio-demographic variables and multi-item measures of social support and self-efficacy. It included a cover letter explaining its purpose and assuring the respondents on the confidentiality of their responses. The instrument was composed of three parts having six items for Part I, three variables with ten statements each for Part II and four variables with ten statements each for Part III.

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 4.45 -5.00	Outstanding	The level/ degree of condition is very high; there are extra evidences to prove it.
4 3.45 - 4.44	Very Good	The level/ degree of condition is high; there are consistent evidences to prove it.
3 2.45 - 3.44	Good	The level/ degree of condition is average; only evidences to prove it are not consistent.
2 1.45 - 2.44	Fair	The level/ degree of condition is low; there is hardly evidence to prove it.
1 1.00 -1.44	Poor	The level/ degree of condition is very low; there is no evidence to prove it.

The questionnaire was subjected to validation by a panel of experts which included the English critic, research expert and statistician.

Data from the pretested respondents were tabulated and the reliability coefficient was computed using the Cronbach Alpha of the Statistical Package for Social Sciences (SPSS). High reliability coefficient is required for standardized tests because they are administered only once and the score on the test is used to draw conclusion. The reliability coefficient of the questionnaire was 0.891, which implied that it was highly reliable. Permission to conduct the actual survey was sought from the office of the schools division superintendents of Aklan Division, Antique Division, Capiz Division and Passi City Division. Then, permission from the principals of Aklan National High School for Arts and Trades, Antique National High School, Capiz National High School and Passi National High School to conduct actual survey and FGD was sought.

In addition, an FGD was conducted in order to strengthen the responses of the participants and to bring out the detailed information and deep insight of secondary teachers on the social support in terms of availability, quality and impact and self-efficacy in terms of classroom function, school function, academic community function and family function.

The FGD was used for qualitative method as it gained significant acceptance in research to explore the ideas of participants on the subject under study (Krueger & Cassey, 2010). It was the primary research instrument used for qualitative information needed for any study.

In planning the FGD, the researcher considered the following: First, the less structured approach to questions that finds a few questions that not only would interest the participants, but also would get them to talk about the topics that would interest the rest of the FGD participants. Here, the researcher did more to facilitate rather than direct the discussion. Because the purpose of such FGD activity was to explore the participants' thinking, the researcher worked to create a climate where the participants were encouraged to share their feelings and experiences.

Second, the researcher composed a homogeneous groups of FGD participants that would spend less time explaining themselves to each other and more time discussing the issues at hand. Here, secondary teachers were given considerations to compose the FGD activity.

Third, typical group size of six to 10, that would provide enough different opinions to stimulate discussion without making each participant to compete for time to talk. Here, 12 participants were invited to the FGD activity. The researcher opted to invite 12 secondary teachers in every province so as to get the sufficient number of participants just in case there would be some who would not make it to the FGD.

Fourth, recruitment of participants involving the traditional three-step strategy. Here, participants were contacted three days before the scheduled FGD activity. They received a confirmation letter from the researcher three days before the FGD activity.

Lastly, session set up that would meet the needs of both the researcher and the participants. Here, the researcher made sure that the place of the FGD activity would be free from distractions and interruptions, convenient, comfortable, and accessible.

In developing questions for FGD, the researcher considered the flow from Krueger (1998). They are as follows: first, the guiding principles of asking questions that serve as the foundation of all that follows. Here, questions developed were conversational and clear, seeking help, allowing sufficient time, allowing teasers as hints and producing helpful results.

Second, the two different questioning strategies. Here, the topic guide versus the questioning route were built-in assumptions, advantages, and disadvantages when used. Lastly, the sequence of developing questions that clarifies the problem, begins to identify questions, prepares first draft of questions, and shares and revises. Here, 10 questions were developed; however, only seven from among 10 questions were subjected to content validation so as to give the participants more focus on their essential knowledge pertaining to the level of social support and degree of self-efficacy.

In moderating the FGD, the researcher considered the following: first, guiding principles of moderating that guides that would elicit interest among the participants. Here, the researcher as moderator showed positive regard to participants and made himself ready to hear contrasting views of the FGD participants.

Second, what needs to be done before the FGD. Here, the researcher prepared himself mentally and physically; he prepared the audio-

visual equipment and arranged the room prior to the FGD activity.

Third, what needs to be done during the FGD. Here, the researcher registered the participants, made small talk with them, introduced himself and his documenting team, asked questions regarding the social support they received and their self-efficacy as teachers when doing different functions, anticipated the flow of the FGD activity, controlled the reactions of the participants, probed the participants' answers as needed, listened and summarized their discussion.

Fourth, personal qualities, roles, and problems encountered by the researcher. Here, the researcher got the knowledge on essential qualities, characters and/or functions and distractions that he had to know in moderating the FGD.

Finally, taking notes and reading or recording the discussion. Here, the researcher took down notes and did electronic-recording with the aid of his documentation fellows (Krueger, 1998).

To gather more perspectives and opinions on the level of social support and degree of self - efficacy of teachers, a document analysis was used. As Merriam and Tisdell (2016) pointed out, “documents of all types can help the researcher uncover meaning, develop understanding, and discover insights relevant to the research problem”.

Data Gathering Procedure

Primarily, the researcher prepared a letter of request to the office of the schools division superintendents of the four provinces duly signed by the chairperson of Research and Evaluation, dean of the School of Graduate Studies and his dissertation adviser. The request letter was submitted to the office of the schools division superintendents for the list of all the secondary schools with the total number of teachers for academic year 2019-2020 and with the name of the school heads. Then, the questionnaires were distributed to the respondents, gathered, reviewed and checked the responses carefully. The questionnaires were then consolidated, encoded, and forwarded to the statistician for the Special Packages of Social Science (SPSS) process.

In gathering qualitative data, the researcher prepared the FGD guide, FGD questions and flow of activities that were utilized during

the conduct of FGD activity. A permission letter was then prepared and was sent to the school head of the biggest school in every province to seek their consent to conduct an FGD in their respective school.

The FGD was conducted in Aklan National High School for Arts and Trades, Antique National High School, Capiz National High School and Passi National High School on separate dates. According to Morgan and Scannel (1998), an FGD with six to ten participants is essential when participants have a high level of involvement with the topic, are emotionally caught up in the topic.

Data Analysis and Interpretation Procedure

With the aid of Statistical Package for Social Sciences (SPSS) software, gathered data was treated and analyzed. Coding of data was done through Excel to facilitate processing, which was then converted to SPSS file for processing and analysis purposes. The data collected were scored and given the consistent verbal interpretation. For the descriptive data, frequency counts, percentage, mean and weighted mean were used.

The analysis started by assessing the reliability coefficient of the scored items. Descriptive analysis was then used to assess the percentages of the respondents according to their socio-demographic profile and to assess the sample means of those who exhibited each of the dimensions of social support and self-efficacy. To extract and validate each of these distinct dimensions, confirmatory factor analysis was conducted. Subsequently, the relationships between the variables were analyzed using correlational analysis.

The selection of the methods that were used to analyze the gathered data, was guided by the objectives of the study and the hypothesized differences and relationships. Since this study is a descriptive-correlational research design, descriptive and inferential statistics of the SPSS were carried out. For descriptive statistics, frequency count, percentage and mean were used. On the other hand, for the inferential statistics, t-test and F-test Analysis of Variance (ANOVA), and Pearson-Product Moment Coefficient of Correlation (Pearson- r) were utilized.

FINDINGS OF THE STUDY

The following are the major findings of the study.

1. The level of social support received by the public secondary school teachers was very good.
2. The degree of self-efficacy of public school teachers was very good.
3. There were significant differences in the level of social support received by the public secondary school teachers when grouped according to their socio-demographic profile. Therefore, the null hypothesis stating that there were no significant differences in the level of social support given to public school teachers when grouped according to their socio-demographic profile is hereby rejected.
4. There were significant differences in the degree of self-efficacy among public secondary school teachers when grouped according to their socio-demographic profile. Therefore, the null hypothesis stating that there were no significant differences in the degree of self-efficacy given to public school teachers when grouped according to their socio-demographic profile is hereby rejected.
5. There was a significant relationship between the level of social support and degree of self-efficacy.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Public secondary school teachers are highly and consistently supported.
2. The degree of self-efficacy of public secondary school teachers is high and consistent.
3. Since there are significant differences in the level of social support given to public school teachers when grouped

according to their socio-demographic profile, the null hypothesis stating that there are no significant differences in the level of social support given to public school teachers when grouped according to their socio-demographic profile, is hereby rejected. The level of social support given to public secondary school teachers varies when their educational attainment, position, and length of service are considered.

4. Since there is a significant difference in the degree of self-efficacy of public secondary school teachers when grouped according to their socio-demographic profile, the null hypothesis stating that no significant differences exist in the degree of their self-efficacy in relation to their socio-demographic profile, is hereby rejected. The degree of self-efficacy varied according to the teachers' sex, educational attainment, position, and length of service.
5. Lastly, since there is a significant relationship between the level of social support and degree of self-efficacy of secondary school teachers, the null hypothesis is hereby rejected. Social support and self-efficacy are interdependent, the higher the level of social support, the higher also is the degree of self-efficacy and vice-versa. Therefore, teachers with high level of social support have also high degree of self-efficacy.

RECOMMENDATIONS

Based on the summary and conclusions of the study, the researcher formulated the recommendations as follows:

1. To further improve the social support of the teachers in terms of quality from very good to outstanding, it is suggested that they give more time to people who give them their love, respect, and dignity.

They should engage in participating activities both in school and in community such as sports activities, Zumba, religious activities, family day, fun run, clean-up drive and

tree planting. Likewise, they should also participate in school and civic clubs in order to heighten the level of their social support.

It is also recommended that they explore traveling, shopping and spending more leisurely time with the people who value them the most and that they value the most. They should engaged in attending family affairs, special occasions, community activities or programs, sports activities and religious activities. Through these, they may be able to meet new people other than their usual friends and families in which they can start or establish support system to heighten the level of their social support.

Furthermore, DepEd may provide activities for teachers that will serve as avenues for them to travel and spend leisure time with each other or with other people. These can be done through team building activities held in other places, regular institutional outing, recreational activities, family day, sports activities and religious activities.

These activities can be done on a micro and macro level in the department. With these kind of activities, the level of social support of teachers may increase because of the opportunity of meeting other people and spending time with their friends and families, that will eventually lead to better relationship, rapport, trust, support system, and most importantly improved level of social support.

2. It is suggested that teachers continue to improve their efficacy in providing assistance to the parents of students who are at risk through consistent monitoring the attendance and performance of the students. This can also be done by establishing consistent and open communication system to the parents.

Likewise, administrators are encouraged to provide capacity building initiatives to teachers to strengthen they knowledge and skills in research, especially in science advising, coaching in investigative projects, or in doing researches. It is suggested that this activity shall be conducted on a regular basis in order to enhance the skill of research in and investigative project. In addition, the school heads may require the teachers to conduct

action research regularly in order to hone their skills and at the same time solve academic problem of the students.

Lastly, the school heads may provide financial assistance in the school budget to the teachers conducting research for the purpose of improving students' performance, curriculum and system. Through this, more teachers will be encouraged to venture in research, thus improving their self-efficacy.

3. Administrators and officials in the school, division and regional levels may look into the different social support programs that they may implement in consideration of the varying socio-demographic profile and generational differences of the teachers in the region. This will ensure that any social support programs to be implemented are not put to waste since the right people get the kind of support that they really need. They should look into the needs of the teachers to enhance the level of their social support with respect to the educational attainment, position and length of service of the teachers.

DepEd personnels and school heads may identify activities appropriate for teachers having the same level of educational attainment, the same position, and the same length of service. In this way, teachers may develop their level of social support in accordance to their needs and capabilities.

4. Since the self-efficacy of secondary teachers vary across demographic profile, school administrators and division officials may consider adjusting the workload and assignments of the teachers depending on the capacity that their sex, educational attainment, length of service, and position permit them. Although this may prove a challenging task, identifying the strengths and weaknesses of the teachers based on their demographics may provide an idea as to which aspects of education or school management will the teacher be most effective at.
5. Since there is significant relationship between the level of social support and degree of self-efficacy of secondary school teachers, school administrators are encouraged to work towards strengthening the bond among teachers within their own school and consider planning ways on how to capitalize

in the individual talents, skills and expertise of the teachers so that they may become more effective at work.

The Learning Action Cell (LAC) sessions can be one of the best venues to establish social support and heighten its level among teachers. The school heads may incorporate issues or topics concerning mental health, stress, financial management, personality development, parenting, and other possible issues or topics that may increase the level of social support and the degree of their self-efficacy.

In addition, DepED may intensify some of its programs such as the conduct of seminar-workshops or trainings in research, classroom management, ICT integration, indigenization and localization, lesson planning, classroom structuring, professional code of ethics and stress management. In this way, teachers will be able to draw support from the right people and authorities. With these endeavors, teachers are assured of the assistance that they need from the experts that would be of great help for them to increase their level of social support and degree of self-efficacy.

6. Future studies may be undertaken for more in-depth investigation as to how social support and self-efficacy affect teacher performance. Another study of this kind on elementary school teachers or college instructors may also be endeavored for comparison. Aspects and issues that have been not included in this study may be considered and discussed by other researchers in the future.

Studies relevant to this may also be conducted using different types of research design and standardized research instrument. Further, action research similar to this study may also be conducted to provide new data regarding the social support and self-efficacy of teachers.

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INTERPERSONAL RELATIONS AND MANAGEMENT OF SCHOOL ADMINISTRATORS IN THE SELECTED CENTRAL SCHOOLS IN PANAY ISLAND

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ABSTRACT

The study investigated 220 elementary school teachers' assessment of the interpersonal relations and school management of administrators in the selected Central Schools in Panay Island during the school year 2019-2020.

The descriptive-correlational design was used in the study. The survey questionnaire and the focus group discussion were used to gather the data. Respondents consisted of elementary school of the schools covered in the study. The statistical tools used to interpret and analyze the data were frequency count, percentage, mean, t-test, ANOVA and Pearson r.

Results of the study showed that the level of interpersonal relations of school administrators in terms of communication and presentation, decision-making, and conflict resolution were very satisfactory. The degree of school management of administrators in terms of structural democracy, equality of opportunity and flexibility, and stability were very satisfactory.

Significant differences was found on the level of interpersonal relations of the school administrators where respondents were grouped according to length of service. Respondents' sex age, marital status and highest educational attainment did not cause significant variations. As to the degree of school management of school administrators, all selected profile were found not significant.

Significant relationship was found between the level of interpersonal relations and school management of administrators of the Central Schools in Region VI.

Keywords: interpersonal relations, management, administrators

INTRODUCTION

Background and Rationale of the Study

The school administrators' interpersonal relations with colleagues and stakeholders are significant aspect in managing the organization effectively and efficiently. The interpersonal relations between and among teachers and between school administrators and teacher, have a great impact on the effective operation of the school unit and on the all-around development of the system.

In Vancouver, Canada, it was mentioned by Kleptosova and Balabanou (2016) that relationship are everywhere and they form an important part of learning experiences and shaping the behavior of the professionals.

In 2010, over 90 researchers and teacher education from more than ten countries gathered in Boulder, Colorado, for the International Conference on Interpersonal Relationships and the conference pointed out that productive learning environment are characterized by supportive and warm interactions. Similarly, positive interpersonal relations among teachers thrive when principals manage accommodating and safe school cultures. Topics discussed include the relationships among teachers and how the interconnected patterns of associations affect school resource management, relationships of principals and teachers, and how positive attitudes can upgrade school climate.

The key to effective schools' management is also due to the articulate and effective principal (Fullan, 2012). In his study, Fullan further mentioned that the principals' effective role is critical to the success of the entire organization and according to Halawah (2015), there are characteristics to be portrayed by an effective principal. Subordinates do not fear the effective principal; they respect the principal. An effective principal has knowledge of how humans learn. Moreover, this allows the principal to enhance an effective instruction program. It could be noted that interpersonal skills are crucial characteristics that Halawah discussed. He stated that interpersonal relations play crucial roles in the success of school principals in their

management. Effective principal keeps open communications with teachers and staff in order to foster positive school climate. When effective interpersonal traits are kept open by creating a climate of honesty, inquiry, openness, collaboration and professional learning then, that is interpersonal relations are strengthened thus, making school management effective and meaningful.

In the Philippines, particularly in the Schools of the Diocese of Butuan, Mindanao, it was found out that interpersonal skills are strong predictors of business and professional success as well as an indicator of a decrease in organizational success, and problem solving. Supervisory skills play a major role in creating atmosphere in the school system stimulating to the growth of more admirable qualities among the personnel and the teaching staff. The study concludes that administrators of the Cluster A of the Diocese of Butuan are at all times practicing the skills of interpersonal and supervisory and at many time practicing the skills of leadership (Tampan, 2016).

The researcher being a school teacher for so long, has observed various interpersonal relations that occur in the school setting among school personnel and stakeholders that maybe considered best or better to others and may not be true to others, too.

With this in mind, the researcher would like to find out if interpersonal skills and school management of school administrators in Panay Island contribute to effective management of the school in different areas of interpersonal relations and management. Findings of the study, will also serve as a model and guide in enhancing human relations and proper school management to bring out high performance and achievement to both the administration and faculty.

Statement of the Problem

This study aimed to investigate the interpersonal relations and management of school administrators in the selected Central Schools in Panay Island for Academic Year 2019-2020. Specifically, it sought to answer the following questions:

1. What is the level of interpersonal relations in terms of communication and presentation, decision-making, and conflict resolution?
2. What is the degree of school management in terms of structural democracy, equality of opportunity, and flexibility and stability?
3. Is there a significant difference in the level of interpersonal relations as a whole and when grouped according to sex, age, marital status, highest educational attainment, and length of service?
4. Is there a significant difference in the degree of school management as a whole and when grouped according to sex, age, marital status, highest educational attainment, and length of service?
5. Is there a significant relationship between the level of interpersonal relations and school management of school administrators in Panay Island?

Theoretical Framework of the Study

This study was anchored on Sullivan's Interpersonal Relationship Theory (1953) which states that interpersonal relations focus on the ability of a person to work with other individuals as one basic but important factor for school personnel to perform better in the workplace. As a result, educational administrators need to improve their interpersonal relations in order to accomplish organizational goals. In other words, school administrators do not only use their knowledge and management skills in different school management processes, but they also participate and focus on communication with others to develop organizational awareness and continuous improvement. Specifically, educationally trained administrators are urged to emphasize progressive management because successes and failures in school administration depend largely on the influence of the leaders to their subordinates.

Relationships between employees and managers are valuable in any workplace. Interpersonal relations in the organization is the

process of training employees, addressing their needs, fostering a workplace culture and resolving conflicts between and among different employees or between employees and management. Understanding some of the ways that interpersonal relations can lessen the costs, promote healthy competition, and long-term economic sustainability of an organization. This theory is supported by Matt (2019) who stated that leadership is all about relationship, there is a good leader behind every successful task, and the tool of every successful leader is good human relationship. A leader inspires others with his/her character and earns the trust of everyone that he/she interacts with. He/she gives respect to his/her staff members and treats them like a family. He/she knows the problems of the staff members and help them in times of crisis.

This was also anchored on Campbells (2000) Theory of Supervision. In this theory, it is assumed that supervises will touch the client through their views about themselves and what lies in their expectations. The supervisor should be familiar with the supervisee and get to know they are and how they process ideas and thoughts. The relationship that the supervisor wishes to construct is one that bear a resemblance to the relationship that a supervisor would have with a supervisee. A supervisor using the cognitive theory will work much in the same manner to help the supervisee pinpoint self-defeating patterns that mark client keep up as well as the supervisee's growth.

The researcher believes that everyone in the school system be enlightened that degree of school management be attained through the levels of interpersonal relations among educators in the field of education.

Conceptual Framework

This study was conducted to determine the level of interpersonal relations and degree of school management of principals and that of the teachers.

It was also perceived that there was a relationship between the two components of the dependent variables.

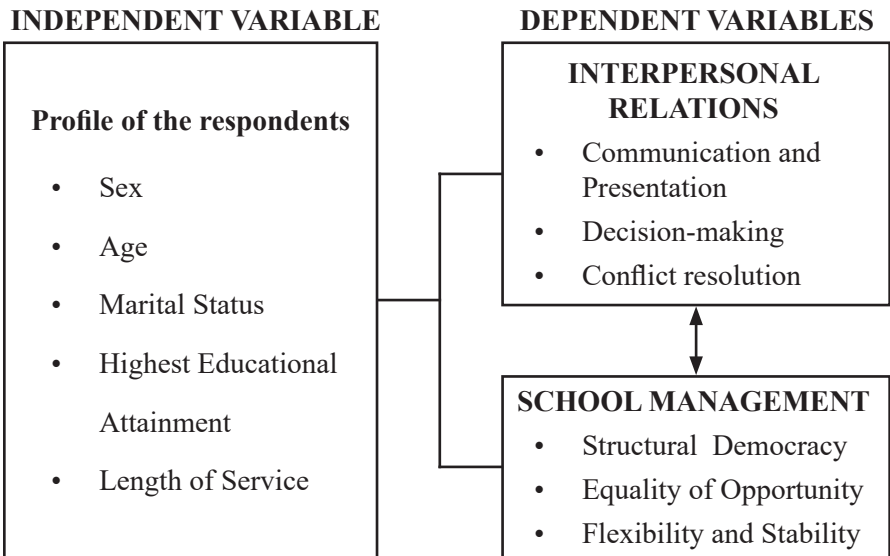


Figure 1. Schematic diagram showing the framework of the study

RELATED LITERATURE

Interpersonal Relations. Psychologically, interpersonal relations are the mutual readiness of people to communicate in a certain presentation in decision making and conflict resolution. Social relationships are negotiated through daily interactions between members of the organization as they engage in the interpreted process.

The administrator of principal-teacher relationship is the association between the school administrator and an employed teacher that successfully promotes a collaborative, positive working environment that not only enhances the academic and behavioral performance of teachers but also promotes the vision of the school and the district as a unit (Price, 2012).

The issue of interpersonal relations in the school unit has been studied extensively by educators. Many theoretical and empirical studies aimed to determine the importance of interpersonal relations of all involved in the school unit and whether they contribute to the school's effectiveness. Earlier studies tried to define the term "effectiveness of the school unit" and to find the factors that contribute

to the effective operation of the school unit. The students' achievement, their behavior and the growth of their personality were considered as basic criteria of effectiveness, while the interpersonal relations were considered as an important factor in school effectiveness.

A supportive and friendly principal contributes to the teacher's inclusion in the school unit and his/her continued work in it (Angelle, 2016). The principal, consequently, is called to develop professionally the teachers and contributes to the teachers' training. With these practices the teachers will be able to help the students to develop their personality. The collaboration and the creation of work teams including all the teachers of the school, the distribution of the tasks and the decision-making are the better practices that a principal directs toward learning.

Communication and Presentation. Communication is derived from the Latin word "communicare" which means "to put in common" and "to share". It then means the sharing of ideas, facts, thought and feelings for easy coexistence. It is a two way process which involves the sender and the receiver. Communication is, therefore, concerned with transmitting and receiving information which is the key to all aspects of organizational life, whether by planning, controlling, problem-solving, decision-making, motivating, interviewing and other management activities (Akinnubi, Gbadeyan, Fashiku and Kayode, 2012).

The interpersonal relation skills of people came out as the most dominant skills of the school administrators. Among the different skills of people, the school administrator show excellent interpersonal relations, communication and presentation, leadership competency, and usage of technology. In fact, Daria (2008) mentioned that persuading and negotiating skills of people are found to be very good.

In a study about relationship of the degree of work behavior and the level of work performance of teachers conducted by Almaquer (2019) mentioned that "Filipinos are known to be good and effective in terms of interpersonal relations or the "pakikisama" and "pakikipagkapwa" that results to harmony and unity in the workplace. The saying "no man is an Island" implies that each person seeks to belong and needs the help of others in order to achieve goals (Almaquer, 2019).

Results on the study of Gemora (2014) shows that the extent of

teaching performance among college faculty of West Visayas State University-Janiuay Campus, revealed that the interpersonal skills of school administrators are very clearly evident in their support to the faculty. It means that, school administrator is very supportive and motivating to the faculty; the school administrator's ability to allow the teacher's to have high degree of imitative and creativity in their work which make them more dedicated in doing their work; when it comes to teaching performance, students tend to help them so that, the interpersonal skills, contribute to the effectiveness of performance of the administrators and teachers. Furthermore, he stressed that the enhancement of one will also enhance the other two. According to the researcher, the areas that need to be improve be given attention and that interpersonal skills, administrative influence, and teaching performance be maintained if not improved by the respondents.

The management practices of the successful school administrators' leadership and management can be developed and expanded over time. Their ability to reflect on their actions, their own perception and the perception of others are necessary to complete the challenges on one's endeavor to be effective and efficient. What schools need now is not just putting the right person in the position but training them on competencies that will enhance and sustain an environment of efficient and effective leadership and school management (Cruz, et. al., 2016).

The study on level of management practices as perceived by the respondents was outstanding. There was no significant difference in the level of practices according to age, educational attainment position and length of service. On the other hand, sex was significant difference on level of management practices (Aller's, 2019).

There was no significant relationship between management practices and administrative performance.

Acquiring and knowing how to implement interpersonal skills is perhaps the most important ingredient in effective school administration. There are several critical areas of an administrators responsibility and discussed the interpersonal techniques and processes needed to overcome and manage them. The importance of building trust and motivation, the consequences of interpersonal attractiveness, how to understand as well as resolve conflict, and how

to neutralize resistance to change while encouraging. Dealing with parents, students, teachers, and the central office affords the school administrator many challenges.

Furthermore, there was no significant difference in the respondents' degree of seriousness of the conflicts experienced when they were grouped according to their profile variable which also meant that the degree of seriousness of the conflict experienced by each administrators does not vary based on their profile (APJCECT, 2010).

It could also be noted that conflict resolutions implemented by the school managers and their conflicts encountered do not have relationships. Another way of putting it, is that, school administrators' encountered conflicts along work requirements, relationship with co-school managers' relationship with higher authority, relationship with external stakeholders and not all dependent on the coping mechanisms that they have used.

METHODOLOGY

Research Design

This study used a descriptive-correlational research design that utilized the quantitative and qualitative data. This technique explored variety of ways in solving research problems.

Furthermore, the quantitative approach used the descriptive survey and correlation procedures where the groups of teacher respondents, who assessed their school administrators on their interpersonal relations in terms of communication and presentation, decision making and conflict resolution. It also sought the management of their school administrators in terms of structural democracy, equality of opportunity, and flexibility, and stability. The study also determined the effects of interpersonal relations to their school management.

The qualitative approach in the study employed the Focus Group Discussion (FGD) with twelve respondents coming from the selected Central Schools or large schools in Panay Island. Each school had three respondents for the FGD.

Research Participants and Sampling Procedure

The research participants in this study were the selected Central school elementary teachers in Panay Island namely: Aklan, Antique, Capiz, and Iloilo. There were a total of 220 elementary teachers coming from large/big central school and randomly selected from a total of 651 population among the selected Central Schools in Panay Island.

Data on Table 1 showed that there were 651 teachers from the different Central schools in Panay Island. Out of 651, 220 was computed as the sample size proportionally distributed out to the four Central schools with big population from the divisions of Aklan, Antique, Capiz, and Iloilo.

Table 1. Population of the schools and the sample size per school.

School	Population	Sample Size
Division of Iloilo		
Oton Central School	89	30
Sta. Barbara Central School	71	24
Pototan Pilot Elementary School	66	<u>22</u>
		76
Division of Antique		
Delagate Angel Salazar Jr. Memorial School	39	13
Hantic Central School	47	16
Atabay Elementary School	35	<u>12</u>
		41
Division of Capiz		
Ivisan Central School	53	18
Dumarao Central School	48	16
Panitan Elementary School	45	<u>15</u>
		49
Division of Aklan		
Kalibo Pilot Elementary School	73	25
New Washington Elementary Sch.	41	14
Banga Elementary School	44	<u>15</u>
		54
Total	651	220

Research Instrument Used

The study used a researcher-made questionnaire which was the research instrument of the study.

Part I gathered the data on the socio-demographic profile of the respondents as to sex, age marital status, highest educational attainment, and length of service.

Part II dealt with the interpersonal relations in terms of communication and presentation, decision making and conflict resolution. Each component has ten (10) statements each.

Part III dealt with the school management in terms of structural democracy, equality of opportunity and flexibility and stability. Each components has ten (10) statements each.

To describe the interpersonal relations and school management, the responses were scored as follows:

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
1	Very Poor	The given statement is not exhibited at all and neither there are observable evidences that can attest to it. The situation needs intervention.
2	Poor	The given statement is hardly exhibited. Observable evidences in relation to it are deficient. The situation needs to improve.
3	Satisfactory	The given statement is occasionally exhibited. Evidences can attest that is observed but only in an inconsistent manner.
4	Very Satisfactory	The given statement is often exhibited. Evidences can attest that its is normally manifested in an observable manner. Encouragement can help to sustain it.
5	Outstanding	The given statement is significantly exhibited. Extra evidences can attest that it is manifested in an exceedingly observable manner. The situation need extra-challenge.

Data Gathering Procedure

The questionnaire was submitted to the panel of experts for content and face validation. The members of the panel examined each item in the questionnaire to find out if it measures what it intends to measure. Anastasi and Urbina (2005) mentioned that for content validation it involves careful analysis of the items to determine whether or not they suit to the needed data and answers the problems as to their relevance in the study. After validating the questionnaire, the suggestions/corrections of the panel were incorporated. The questionnaire was then piloted to the teachers of Ilawod Elementary School, Mambusao East District. The questionnaire were collected and the reliability test was computed using the Cronbach's alpha. If the results were within 0.80 or above but not more than 1.0, then the questionnaire was reliable. The Cronbach alpha was used to determine the reliability of the questionnaire because there was no right or wrong answer. The reliability coefficient of the instrument was .975 which was considered reliable. Anastasi and Urbina (2005) mentioned that the reliability coefficient of 0.80 and above but not 1.0, is said reliable. Then the questionnaires were reproduced according to number of respondents of the study.

An FGD guide was prepared containing 2 questions. The guide questions used in the Focus Group Discussion (FGD) revealed in-depth information about the teachers. During the FGD, the participants were asked: What can you say about the interpersonal relations of your school administrators in terms of communication and presentation, decision making and conflict resolution?; What can you say about the school management of your school administrators in terms structural democracy, equality of opportunity, flexibility and stability.

In the conduct of Focus Group Discussion, the researcher followed David L. Morgan's (1997) method, where the first step requires planning for the possible participants, venue, and date where and when to conduct the FGD considering the convenience of the participants and the estimated amount of money needed for this purpose.

From the four (4) selected big provinces in Panay Island namely: Iloilo, Antique, Capiz and Kalibo. Twelve (12) teachers participated in the FGD. Three participants from every school in every division were

identified by the researcher. The researcher asked the approval of the Division Superintendents and principals in inviting these participants.

Prior to the FGD, the researcher prepared the FGD guide which determined how the participants' ideas in relation to this study were presented. The researcher took charge as the moderator asked questions to the participants who took turns in discussing their ideas and opinions as regards to the questions. A recorder was at hand to document the discussion where the researcher took down salient ideas. After the FGD, the researcher worked on the consolidation of the thoughts and opinions of the discussants.

Data Analysis and Interpretation Procedure

The data were gathered, scored and given the corresponding verbal interpretation. For the descriptive data, frequency counts, percentages and mean were used. For inferential statistics, t-test, ANOVA and Pearson-r were used using the 0.05 alpha level of significance. These statistical tools were used to analyze and interpret the data. Percentage on the other hand was computed by dividing the number of responses per category by the total number of cases, and then multiplying the result by 100.

For problems 1 and 2, mean was used. It is the average of all values. It is useful in analyzing interval and ratio data. The mean was derived by adding all the values and dividing the sum by the total number of cases.

For problems 3 and 4 on significant differences t-test and ANOVA were used to test which among the demographic profiles of the respondents have differences in the interpersonal relations and school management of administrators as perceived by the respondents.

For problem number 5 on significant relationships between the interpersonal relations and school management of the respondents, the researcher used Pearson-r.

After doing the FGD activity, the recorded information from the FGD were analyzed and compared with the quantitative data to check for interrelations. Document analysis was also used. Document analysis is a method of data collection which involves analysis of

content from written documents in order to make certain deductions based on the study parameters (Babbie ,2016).

FINDINGS OF THE STUDY

The level of interpersonal relations of school administrators when taken as a whole and in terms of communication and presentation, decision-making and conflict resolutions was very satisfactory.

The degree of management of school administrators when taken as a whole and in terms of a structural democracy, equality of opportunity, and flexibility and stability was very satisfactory.

There was no significant difference in the level of school administrators in the selected Central Schools in Panay Island as a whole and when grouped according to sex, age, marital status, highest educational attainment, but focused to the significant with the length of service.

There was no significant difference in the degree of school management as a whole and when grouped according to sex, age, marital status, highest educational attainment and length of service.

There was a significant relationship between the level of interpersonal relations and the degree of school management.

CONCLUSIONS

The following are the conclusions drawn from the findings of this study:

The level of interpersonal relations of school administrators in the selected Central Schools in Panay is often exhibited in an observable manner.

The degree of management of school administrators is often exhibited in an observable manner.

The socio-demographic profile of the respondents does not vary in their school administrators.

The socio-demographic profile of the respondents does not affect their perception on the degree of management of school administrators.

Since there is a significant relationship between the level of interpersonal relations and degree of school management of school administrators, the null hypotheses is hereby rejected. Interpersonal relations and school management are interdependent. When the level of interpersonal relations of the school administrators is higher, the degree of management of school administrators would also be high.

RECOMMENDATIONS

Based on the findings and conclusions derived from the study, the following recommendations are hereby presented:

1. There is a need to enhance the level of interpersonal relations in terms of conflict resolutions particularly on avoiding taking in of position that can create controversy, many find solutions when disagreements occur and many give decisions for the betterment of the relationships in the organization of the Central Schools in Panay Island.
2. There is a need to enhance equality of opportunity of school administrators in order to elevate very satisfactory rating to outstanding in areas like: assesses capabilities of teachers accordingly for specific projects or programs to be undertaken, provides adequate resources to everyone for better output, and gives equal opportunity to everyone to express their opinions.
3. In as much as the level of interpersonal relations of school administrators is associated to their degree of school management, the administrators may design and implement program that would lessen conflicts and upgrade competencies in solving problems and in decision making.
4. School administrators may initiate social activities for positive ambiance in the work place and attain a healthy management.
5. Interpersonal relations and management of school administrators may weigh the pros and cons before making decisions despite of critical situations.

6. Others research studies be conducted using other variables to enhance the current study.

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SOFT SKILLS AND COMPETENCE OF EDUCATIONAL MANAGERS IN PANAY ISLAND

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ABSTRACT

The study determined the level of soft skills of educational managers in the areas of communication, trustworthiness, and problem solving skills to the degree of competence and their relationship. It used the descriptive –correlational design, specifically the descriptive method was supplemented by data from the focus grouped discussion. The quantitative data were gathered through questionnaire, while the focus group discussion were gathered through Kruger’s model of discussion method. The respondents of the study were the two hundred fifty one (251) teachers of the biggest national high schools in Panay Island. The statistical tools used were the frequency count, percentage, and mean, T-Test for independent samples, and the Pearson R. Results of the study showed that the level of soft skills of educational managers in Panay Island when taken as a whole and in terms of communication, trustworthiness, and problem solving skills were found to be “very satisfactory”. The degree of competence of educational managers in Panay Island when taken as a whole and in terms of human resource, material resource, and financial resource management were also “very satisfactory”. There were no significant differences in the level of soft skills of educational managers in terms of communication, trustworthiness, and problem solving skills when respondents were grouped according to sex, age, civil status, length of service, position and educational attainment.

The degree of competence of educational managers in terms of human, material, and financial resources management when grouped according to sex, age, civil status, length of service, position, and educational attainment were not significant. Lastly, there was a significant relationship between the level of soft skills of educational managers and their degree of competence regardless of their socio-demographic profile.

Keywords: soft skills, competence, managers

INTRODUCTION

Background and Rationale of the Study

The worsening situation of schools of many countries all over the world turns the attention of school managers and leaders to an issue of organizational effectiveness. This may be attributed to lack of soft skills among school leaders (Egboka, 2013).

Furthermore, leadership seems to be contested in the recent years. In some countries in Africa, there is an increasing public fear of complaints that the administrative effectiveness of the principals is jeopardizing. There is the falling standard of education and this is what they are trying to consider — the principal's lack of soft skills and incompetence on the many areas of administrative effectiveness (Muraina, 2014).

In the United States of America, latest research also indicates that student achievement is dependent on a school's climate. Student behavioral problems, absenteeism, apathy, and increased drop-out rates are all indicators of negative school climate; whereas a positive school climate promotes better group cohesion, encourages cooperative learning, and is likely to foster respect and a culture of learning. In addition, high faculty morale is associated with positive school climate as in an increase in teachers' job satisfaction and productivity. However, a positive school climate can only be possible if a principal possesses the necessary soft skills of school leadership (Malone, 2013).

In the Philippines, the general scenario is such that, the school heads perform satisfactorily in terms of managerial performance, however, there seems to be weaknesses in performing some of their functions, one of which is, establishing a school community network and encouraging the active participation of all stakeholders. This aspect can be addressed well if the principal possesses the needed soft skills of school leadership (Cruz, 2016).

On the other hand, in Panay Island, it was found out that there were significant relationship between emotional intelligence and conflict management style, and transformational leadership skills of principals. This means that principals should be trained on the aspect

of soft skills to have a good interpersonal relationships with the teachers and students given the rampant internal and external conflicts in the present school system (Jimlan, 2017).

In the province of Capiz, where the researcher is assigned as a teacher, there are also several cases involving conflicts and incompetences of school heads in the many aspects of managerial competence (Flores, 2017).

The researcher being a former subject area coordinator and being concerned of this phenomenon, would like to find out, if soft skills of a principal could help in establishing a good school climate and if there is a relationship between soft skills and competence of educational managers in the different areas of management. The findings would also serve as a guide to the researcher and other aspiring school leaders on becoming one of the effective and efficient school leaders in the future.

Statement of the Problem

This study determined the level of soft skills in relation to the degree of competence of educational managers in Panay Island for school year 2019-2020.

Specifically, this study aimed to answer the following questions:

1. What is the level of soft skills of educational managers when taken as a whole and in terms of communication, trustworthiness, and problem solving skills?
2. What is the degree of competence of educational managers when taken as a whole and in terms of human, material, and financial resource management?
3. Are there significant differences in the level of soft skills of educational managers in terms of communication, trustworthiness, and problem solving skills when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?
4. Are there significant differences in the degree of competence

of educational managers in terms of human, material, and financial resources when respondents are grouped according to sex, age, civil status, length of service, educational attainment and position?

5. Is there a significant relationship between the soft skills and competence of educational managers in Panay Island?

Theoretical Framework

The study was anchored on the theory of Emotional Intelligence of Goleman (1995). This theory is the ability to identify and manage one's own emotions and the emotion of others.

Another theory that supported this study is the self-efficacy theory of Albert Bandura (1986). Self-efficacy as pointed out by Goolamally (2014) stated that it is an individual's belief and confidence in his ability and skill to perform a task. Self-confidence is a criterion which enables a person to also see other people's abilities. It is expected that the self-efficacy of principals would enhance the collective efficacy of workers under their leadership. An effective and competent school principal is a leader with credibility, integrity, and faith in his own abilities. He is capable of effecting change in the areas of his competence in terms of managing the human resource of the organization who are the teachers, the material resources, and the financial resources of the school. Self- efficacy is a self- assessment of one's ability to organize and carry out the work or actions required in order to achieve a performance. It is believed that if the school administrators have a high degree of self-efficacy then they have the competence to perform well in the different areas of managerial competence such as: human, material and financial resource management. These three components are inseparable. If the educational manager has a high degree of self-efficacy, surely he will become a very good school manager.

Conceptual Framework

The independent variable of this study is the demographic profile of the teacher respondents which include sex, age, civil status, length of service, educational attainment, and position. The dependent variables are the level of soft skills in terms of communication, trustworthiness, and problem solving skills. Included also in the dependent variables is the degree of competence of educational managers in terms of human, material and financial resource.

It is viewed that the socio-demographic profile of the teachers can influence their views and insights of their principal's soft skills and degree of competence in the different areas of management. It is also perceived that there is a relationship between soft skills and competence of educational managers.

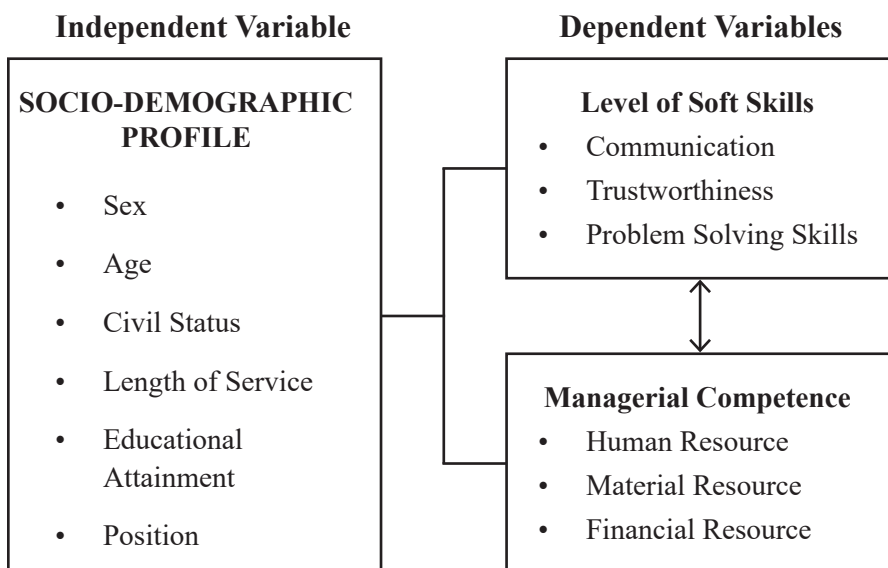


Figure 1. Schematic diagram showing the framework of the study.

In this study, the researcher classified soft skills into three components namely: 1) communication; 2) trustworthiness; 3) problem solving skills of educational managers.

The degree of competence are the human resource, material resource, and financial resource management.

RELATED LITERATURE

Soft Skills. In the following section, the extant literature concerning the concept of soft skills is synthesized, including establishing an operational definition of the term soft skills. In addition, a comparative analysis of soft skills versus hard skills is discussed, followed by an examination of the linkage of soft skills to the theory of emotional intelligence, and finally, the application of soft skills to educational leadership is also explored.

Soft skills of youth was studied by Soares (2008). Findings revealed that, there are seven soft skills for the youth: positive self-concept, self-control, higher order thinking skills, social skills, communication, empathy, and goal orientation. In like manner, there are soft skills that are necessary for effective leadership. These include the communication skills, persuasion skills, political savvy and emotional abilities used by leaders to inspire, motivate, and move followers toward the accomplishment of goals, (Riggio, 2013).

Much research has been done on the importance of soft-skills in the work place and Robles (2012) in his findings revealed that hard skills contributed only 15% to one's success, whereas 85% of success is due to soft skills. He further averred that while technical skills are a part of many excellent curricula, soft skills need further emphasis in the university curricula so that students learn the importance of soft skills early in their academic programs before they embark on a professional or business career. He further contends that the same with school leaders, before they will be deployed to different skills they must be trained on soft skills of a school leader.

Application of Soft Skills to Educational Leadership. Soft skill is a sociological term relating to a person's emotional intelligent quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationship with other people. It is defined as personal characteristics that improve an individuals' interpersonal relations, job performance

and career prospects (Marcial, 2012).

Emphasis on the quality of public school principals in the island of Panay has been the central focus of attention during the Regional School Heads Development Program conducted last December 3-22, 2015. Issues pertaining to the school principals' self-mastery were the subject of discussion and have created controversy among the participants. The areas of concern that were emphasized during the conference were the soft skills or emotional intelligence, conflict management, and transformational leadership. According to him, educational managers of today has to have the soft skills or emotional intelligence for them to be able to manage their feelings and sensations to concentrate, think well and have the flexibility even in critical situations in the school environment. Principals should have good interpersonal relationships in leading the school given the rampant internal and external conflicts in the present school system (Jimlan, 2017). Moreover, it is imperative for the school principals in the region to possess the qualities of a transformational leader or someone who takes actions to increase the awareness on what is right and important for the good of the school and society. The views above support the theoretical framework of this study which is the emotional intelligence by Goleman. It is the foundation or genesis of soft skills which belongs to the category of social skills which is the main focus of problem statement number one of this study. It intends to measure the level of soft skills of educational managers in Panay Island in terms of the following soft skills: communication, trustworthiness, and problem solving skills.

In the Philippines, studies reveal that majority of entry-level jobs require these types of social and interpersonal skills, and in the study of Marcial (2012), more than 85 percent of employers' ranked soft skills among their most important hiring criteria. He further examined that national inventories consistently find that employees list skills in communication, trust, problem solving skills and interpersonal relationships along with personal qualities such as self-esteem, and motivation as critical for work force productivity.

Communication Skills. The education sector is one of the most popular departments of the government and in order to manage a school, a principal needs this soft skill of communication to be able to

reach out to all teachers, students and different stakeholders.

A successful principal communicates clearly and effectively. Successful principals in the Philippines, let faculty know what's going on in their school. This means they return phone calls, texts and emails, as soon as possible. They make sure all written communications, whether emailed or on paper, is grammatically correct. In addition, they never include emoticons in professional e-correspondence. This is the reason why the National Competency Based Standard for School Heads was materialized to stipulate the needed skills of a principal in public school which is based on (DepEd order no.32, s. 2010).

The foreign and local literatures cited and reviewed are in a way similar to the present study. Some of their similarities are as follows:

On the level of Soft Skills in school leadership it focuses on the three important dimensions such as communication skills, trustworthiness, and problem solving skills. It is even explicit in DepEd order no. 42 s. of 2007 of the Department of Education "The Revised Guidelines on Selection, Promotion, and Designation of School Heads.

The present study emphasizes that soft skill is necessary for school heads in improving their schools. Principals can foster these skills when applied to improve their human resources and organizational effectiveness and strategic direction through good communication, judicious utilization of funds to improve teaching and learning outcome. Teachers and students' involvement in school activities is of paramount importance.

However, this study differs from the foreign and local literatures cited and reviewed in terms of neither direct relativity nor analyses; the socio-demographic profile of respondents have been found to affect the level of soft skills in relation to the degree of principal's competence. The level of understanding of the respondents on the, place of the study, age, sex, sampling procedures used, research instrument to gather data, statistical tools used to analyze the data, the dependent variables is limited to know the level of soft skills in terms of communication, trustworthiness and problem solving skills in relation to the degree of principals' competence in terms of human resource, material resource and financial resource management - these are some of the variables that differs from other studies cited and reviewed.

METHODOLOGY

Research Design

This study used a descriptive-correlational research design that employs quantitative and qualitative data.

The descriptive data of research uses both the quantitative and qualitative methods that describes a situation in terms of specified aspects, that is, characteristics of individual, groups, or conditions. While the quantitative research seeks to quantify observation on the characteristics of the population being studied and measured the number of respondents possessing particular characteristics (David, 2002). On the other hand, qualitative research involves listening to the participants and subjecting data to analytic induction (Creswell, 2012). In this study, it involves taking the data from the responses of the research participants in the survey questionnaire, the qualitative research used in this study sought to determine the level of soft skills and degree of competence of educational managers among the selected secondary schools in Panay Island and to find out the relationship between the different variables. The qualitative approach on the other hand, was used to corroborate the numerical results on the level of soft skills and degree of competence of educational managers through a focus group discussion among secondary school teachers in Panay Island.

The correlational method was employed in this study, since the researcher wanted to find out the relationship between the soft skills and competence of educational managers in consideration to their selected socio-demographic profile.

Research Participants and Sampling Procedure

The research participants of this study were the selected junior and senior high schoolteachers in Panay Island. The participants were the 251 teachers randomly selected from the 675 population among the selected secondary schools in Panay Island for the school year 2019-2020.

Purposive sampling technique, also known as judgmental, selective, or subjective sampling was used to get the identified school respondents and teachers for every school division. Purposive sampling method is a non-probability sample that is selected based on characteristics of a population and the objective of the study (Crossman, 2018).

Simple random sampling was used to determine the sample size of the teacher respondents of the study using lottery technique. A number was assigned corresponding to the names of the respondents in every school, rolled and placed in a box, and mixed well. The pieces of paper were taken one at a time until the total sample size was reached. The same procedure was done in all schools covered in this study to get the appropriate sample size.

In like manner, the purposive sampling of ten (10) teachers' participant coming from each four divisions of Capiz, Aklan, Antique, Passi City were chosen as participants for the focus group discussion to further explore their awareness and knowledge on the level of soft skills of their school manager and how this affect to the competence of educational managers. The percentage distribution of the respondents is presented.

Table 1. Population of the participants in each Division in Panay Island.

Division	Name of School	Population	Sample Size	Percentage
Capiz	Capiz NHS	216	80	31.87
Aklan	Kalibo NHS	89	33	13.15
Antique	Anitique NHS	170	63	25.10
(Iloilo) Passi City	Passi NHS	200	75	29.88
Total		675	251	100

Research Instrument Used

The primary research instrument that were used in gathering the needed data to answer the specific questions is a researcher-made questionnaire. This is the primary research instrument for the quantitative information needed for the study. The formulation of the researcher-made questionnaire items are based from the DepEd Order number 36, series of 2010. This DepEd Order defines the National Competency Based Standard for School Heads with a list of competency standards which can be used as basis for the school heads' decision making, actions and performances of their functions.

Part I generated data on the socio-demographic profile of the respondents such as sex, age, civil status, length of service, educational attainment, and position.

Part II gathered data on the level of soft skills in terms of communication, trustworthiness, and problem solving skills of an educational manager. Each category has a five (5) item statements validated by the panel of experts for reliability.

The results of the pilot study was submitted for reliability testing using a statistical package for Social Sciences (SPSS) software which is expected to yield a Cronbach Alpha result of .70 to 100 and to be considered reliable based on the reliability index of .70 and above.

After the questionnaire were validated and pretested for reliability and after finding it to be reliable, permission to conduct it for the actual survey testing was done. The researcher secured the approval of the Schools Division Superintendent and the Public School Principals among the identified highest number of secondary school teachers in every division in Panay Island. The researcher personally administered the questionnaire on the second week of October.

To obtain qualitative data of information and deep insight of the level of soft skills and competence of educational managers among secondary school teachers, the researcher used the Focus Group Discussion method (Kruger, 1998).

Data Gathering Procedure

For the quantitative method, the researcher observed the following data gathering procedure. The researcher wrote a letter requesting permission from every Schools' Division Superintendent in the Province of Aklan, Antique, Passi City and Capiz to administer the questionnaires to the teacher participants of the study. After the researcher received the approved request, he wrote also a letter to the principals of the four (4) identified national high schools asking permission to administer his survey questionnaire to the selected teachers. Sufficient time was given to the respondents in answering the questionnaire. The researcher then retrieved the instrument after the administration.

The retrieval of the questionnaires from the different divisions was done personally by the researcher with the help of the school principal and some teachers. The data were encoded by the researcher in Microsoft excel and was submitted to the statistician for data processing and interpretation using Statistical Package for Social Sciences (SPSS).

After doing the FGD activity, the documents were gathered and analyzed and compared with quantitative and qualitative data to check for interrelatedness.

Data Analysis and Interpretation Procedure

The data collected were scored and given the corresponding verbal interpretations. For the descriptive data, frequency, percentage, and mean were used and for inferential statistics, the t-test, ANOVA (Analysis of Variance), and Pearson r were computed to answer the specific inferential questions. Data collected from the respondents were analyzed and interpreted.

FINDINGS OF THE STUDY

The following are the major findings of this study:

1. The level of soft skills of educational managers in Panay Island was very satisfactory in terms of communication, trustworthiness, and problem solving skills.
2. The degree of competence of educational managers in Panay Island was very satisfactory in terms of human resource, material resource, and financial resource management.
3. The soft skills of educational managers in Panay Island was independent to the selected profile of the respondents.
4. The educational management competence of educational managers in Panay Island was independent to the selected profile of the respondents.
5. The soft skills and competence of educational managers in Panay Island are significantly related.

CONCLUSIONS

Based on the findings of the study, the following conclusions and generalizations were derived:

1. The educational managers in Panay Island exhibit most of the time very good soft skills in the work place.
2. The educational managers in Panay Island exhibit most of the time very good management competence in the workplace.
3. The selected profile of the teacher respondents effects no variation in their perception of the soft skills of their educational managers in Panay Island.
4. The selected profile of the teacher respondents effects no variation in their perception of the educational management competence of their educational managers in Panay Island.
5. Soft skills and competence of educational managers in Panay Island are mutually dependent.

RECOMMENDATIONS

Based on the above mentioned findings and conclusions, the following recommendations have been formulated:

1. With respect to the soft skills of educational managers, there is a need to enhance communication skills, trustworthiness, and problem solving skills ratings from very satisfactory to outstanding by providing more trainings on soft skills and applying it in the work place. Since communication skills specifically the “use of ICT” and the “utilization of group chat for informal communication” got the lowest among the different indicators, there is a need therefore to enhance the skills of educational managers regarding the use of information and communication technology. They need to attend various trainings and programs on how to use the new technology and gadgets in teaching, learning and in communicating to teachers, students, parents and other stakeholders.

On the other hand, with respect to problem solving skills the lowest indicators are “explores several approaches in handling problems” and “addresses the cause of the problem rather than the effect”. Since these indicators have the lowest mean, there is a need for educational managers and also other personnel of DepEd to undergo trainings and programs on how to deal with different problems in school. A training program like familiarization of the grievance process should be introduced to educational managers. There should also be a training on different problem solving processes such as mediation, arbitration, and conciliation. With this training, educational managers will be able to address the root cause of the problem and will become effective problem solvers. Educational managers also may keep their trust rating high by assisting teachers in identifying their strengths and growths.

2. In terms of competence of educational managers, financial resource management and material resource management scored way lower than human resource management. In financial resource management the indicators that got the lowest

mean are “keeping an accurate updated financial information of the school MOOE in the bulletin board and adopts cost-saving strategies”. With these results, intensive monitoring and evaluation of the educational managers’ transparency board is a must including a close monitoring of cost saving strategies employed by principals in their respective schools. Having this scenario, there is a need for Schools Division Superintendents and Supervisors to monitor the allocation of the school MOOE and this should be reported on time during meetings in the school and must be displayed on the bulletin board for transparency’s purposes. If this is religiously done by school managers they can improve their fiscal rating from very satisfactory to an “outstanding” one.

3. Young teachers may enrich their knowledge, consciousness and sensibility on soft skills through trainings and attending programs that enhance their skills on the different soft skills needed in the work place, as this maybe the reason why they rated low their educational manager’s soft skills. Educational managers may come up with trainings and programs on the different soft skills needed by teachers in the school.
4. Young teachers may enrich their knowledge, consciousness and sensibility on the different managerial competencies in managing a school so that they will also become efficient and effective school managers later on, as this maybe the reason why they rated low their educational managers’ competencies. Educational managers may give enhancement trainings and seminars in the different areas of school management to prepare the young teachers for future leadership role in the school.
5. Since the level of soft skills of educational managers is associated in the degree of their competence, Schools Division Superintendents may conduct more trainings, capability building seminars that will enhance the soft skills of educational managers and develop their managerial competencies. In addition, more soft skills necessary for educational management must be programmed to compliment the managerial competencies of educational managers. As part

of the school development plan program of DepEd for newly hired teachers and educational managers, more soft skills should be integrated in the training program.

6. Future studies may be undertaken for more in-depth investigation of soft skills and the degree of competence of educational managers using other variables to be able to get a clearer picture of its relevance to teachers, students, and other stakeholders.

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COMMUNITY EXTENSION ENGAGEMENT AND SOCIAL RESPONSIBILITY OF SENIOR HIGH SCHOOL STUDENTS IN PANAY ISLAND

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ABSTRACT

This study sought to determine the level of the community extension engagement and the extent of social responsibility of senior high school students in Panay Island during the school year 2019 – 2020.

The descriptive-correlational design was utilized using a combination of quantitative and qualitative data. The correlation method of research was used to measure the relationship between the variables covered in the study.

Interviews were conducted to collect qualitative data. Qualitative information was scrutinized in order to come up with familiarized themes and to support the quantitative data on the level of community extension engagement and extent of social responsibility of respondents.

Findings of the study showed that the level of school-based and community-based extension engagement and the extent of social responsibility of respondents were both significantly “outstanding” within expectation when they were grouped according to sex, age, grade level, and track.

Keywords: community, extension, engagement, responsibility

INTRODUCTION

Background and Rationale of the Study

The community school is both a place and a set of partnership between the school and other community resources. Its integrated

focus includes the academic, health and social services, youth and community development and community engagements that lead to improved students' learning, stronger families and healthier communities. It is a comprehensive set of activities that intend to affect varied outcomes among targeted clientele (Fletcher and Major, 2009).

Community extension facilitates the implementation of programs and services that are geared towards empowering communities especially to the poor. Community development and outreach program of the schools, colleges or universities have been adopted by the school system around the world like in Australia and South Africa. Further, the United States adopted this outreach program since 1994 up to the present time. In 2005, Hong Kong also adopted the community and school based programs. Every year, the College of Sciences at Oregon State University offers a 1-year non credit leadership academy course wherein students evaluate their leadership strengths and areas for growth and set goals for long- and short-term leadership development.

The academy requires students to connect their academic course work to leadership in the field. In 2016, a multidisciplinary team of on- and off-campus faculty requested that field-based extension faculty may submit proposals for projects to directly engaged their students to participate (Curtis, K., Mahon, J. 2010). The same policy is also considered by other schools in the said place.

The development of a community is a dynamic process that involves all aspects of the locality, including the often-overlooked youth population. The key component to this process is found in the creation and maintenance of channels of interaction and communication among diverse local groups that are otherwise directed toward their individual interests. Some authors noted that extension services in the Philippines have been implemented during the Spanish era, though it was organized into national system in 1952. They also found out, that students who volunteered were doing voluntary work in relation to their careers in the future.

Education and students' social responsibility may vary based on the location, culture, area of study and type of school. Students consider several factors while interacting with people outside a school setting. Social responsibility considers proper conduct and behavior

around classmates to ensure they have pleasant learning environment (Ochs and Izquierdo, 2009).

Educational institutions are considered as social agencies that contribute to the development of the society. It includes concern for the consequences of a person's or institution's acts as they affect interests of the other people and the environment. More specifically, social responsibility involves advocating citizenship and volunteerism to take good care of the people and the earth. Recognizing local and global interdependence, advocating environmental sustainability and engaging in and promoting rational discussions.

The researcher has experienced difficulties in dealing with the extension services of the school to the community but still believes that the growth and development of the institution is also associated to the growth and development of the community. Therefore, every educational institution must take the responsibility of enhancing the program. The researcher aimed to investigate the level of engagement of the senior high school students in Panay Island and the extent of social responsibility they portray to increased and improve the community and the society in general.

Statement of the Problem

This study was conducted to investigate the level of community extension engagement in relation to the extent of social responsibility of senior high school students in Panay Island for school year 2019- 2020.

Specifically, it sought to answer the following questions:

1. What is the level of community extension engagement of senior high school students in school based and community based activities?
2. What is the extent of social responsibility of the respondents in school and community concerns?
3. Is there a significant difference in the level of community extension engagement of senior high school students when grouped according to sex, age, grade level and track?

4. Is there a significant difference in the extent of social responsibility of senior high school students when grouped according to sex, age, grade level, and track?
5. Is there a significant relationship between the level of community extension engagement and extent of social responsibility of senior high school students in the selected public secondary schools in Panay Island?

Hypotheses of the Study

Correspondingly, the following hypotheses of this study are:

1. There is no significant difference in the level of community extension engagement of senior high school students when grouped according to sex, age, grade level, and track?
2. There is no significant difference in the extent of social responsibility of senior high school students when grouped according to sex, age, grade level, and track?
3. There no significant relationship between the level of community extension engagement and the extent of social responsibility of senior high school students in the selected public secondary schools in Panay Island.

Theoretical Framework

This study was based on the Human Ecology Theory of Bronfenbrenner (2007) which states that how a child grows and develops is also capable of learning knowledge, skills and behaviors associated to various experiences in the environment. The theory assumes that the immediate environment of the child includes any immediate relationships to the organizations he/she interacts. It maybe the immediate family, the school and the community.

How these groups or organizations interact with the child also affects the growth and development of the child; the more encouraging and nurturing these relationships and places are, the better the child

grows. Furthermore, how a child acts or reacts to these people in the environment affects how they treat her in return. Each child's special genetic and personality traits end up affecting how others treat them.

A child's experience at home may be influenced by their parent's experiences, the child's experience in school may be influenced by the teachers, classmates and friends and how one interacts in the community result to the success or failure of the child's growth and development. This means that, the home, the school and the community deliver instruction for better engagement activities and this is also coupled with social responsibility.

The researcher believes that the school system and the community have roles to play on the level of school based and extension based community engagements and social responsibility which means that everyone be enlightened that the level of engagements on extension engagements be attained through the extent of social responsibility of the concerns of the school and the community.

Conceptual Framework

The conceptual framework of this study becomes the central theme, the focus, the main thrust of the study. The framework of this study is based on the principle that the independent variable affects the dependent variables.

The independent variable included the socio-demographic characteristics of the respondents such as sex, age, grade level, and track. The dependent variables had two components, the level of community extension engagement in terms of school based and community based as well as the extent of social responsibility in terms of school concerns and community concerns.

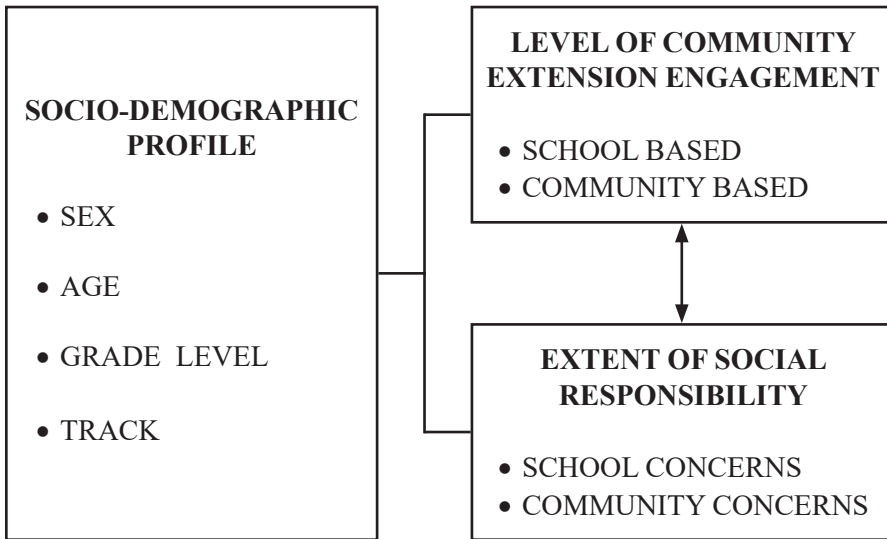
INDEPENDENT VARIABLE**DEPENDENT VARIABLES**

Figure 1. Schematic diagram showing the relationship of the variables of the study.

RELATED LITERATURE

Research empowers people that they can view the world and capability for rational choice and may continually be expanded and transformed by the educational experiences and cognitive achievements offered by learning. This notion had been taken seriously by the country, which have articulated and promote research, styles and patterns of lifelong learning (Korthagen & Swennen, 2009).

Extension is known for developing practical applications through research and demonstration of new and improved practices that positively affect end users. However, Extension has much to offer to all learners, including matriculated students, through experiential learning opportunities. A successful multidisciplinary effort involved students, faculty, and stakeholders in engaging communities as equal partners in determining issues and developing solutions. The students experienced firsthand the power of engaging with communities and being a part of solutions. Engagement is fully realized and most

successful when reciprocity is practice everyday (Barshay, Jill 2013). This social view focused on how the social situation influences the individual, and how the individual is affected by the culture and values of the people in the community.

Community engagement can be complex and labor-intensive and require dedicated resources such as time, funding, and people with the necessary skills. Citizens and leaders of communities across the United States, and indeed in many parts of the worlds are struggling to make the right choices for the communities and issues they address. Building and implementing effective strategies requires a solid grounding in the best tools, techniques, and information available (Chua V.D., 2014)).

Community engagement work often partners with populations that are culturally marginalized or with organizations that advocate for the “unheard voices” in society. As such, these populations are often unrepresented or underrepresented on college campuses, making campus-community partnerships rife for misunderstandings, and miscommunications (Amao, Olufemi, 2013). It seems obvious that a community would be engaged in work that will impact that community. However, many times decisions are made for a community without providing any insight or offering any comments. Innovative leaders practice exclusion and are proactive to include all the stakeholders during the planning and decision making process (CDC, 2011). In this research, engagement means that the individual understands the purpose of the initiative, develops a sense of ownership, commits to the process and the outcome, and works toward achieving success.

This school based community extension engagement meets with each classroom teacher at the start of the school year to discuss the needs and data about their students. Following these meetings and in consultation with the principal, school personnel, and others, the school based in-charge teacher develops a customized plan of school.

Large urban school districts such as New York City, Houston, Miami, Chicago, Charlotte, Nashville, and Oakland, as well as smaller districts, have adopted ISS models as a way to target at-risk students’ academic and non-academic barriers to learning. A 2014 Child Trends research report described ISS as a school-based approach in promoting students’ academic achievement and educational attainment by

coordinating a seamless system of wrap around support for the child, the family, and schools (Moore et al., 2014). As an intentional dimension of the curriculum, community-based learning helps students acquire, practice, and apply subject matter knowledge and skills. At the same time, students develop the knowledge, skills, and attributes of effective citizenship by identifying and acting on issues and concerns that affect their own communities. When implemented thoughtfully, these strategies create a pedagogy of engagement. Students invest time and attention and extend real effort because their learning has meaning and purpose. School and community-based learning help students build a sense of connection to their communities. At the same time, it challenges them to develop a range of intellectual and academic skills in order to understand and take action on the issues they encounter in everyday life. By intentionally linking academic standards to the real world of their communities, community schools are narrowing the gap between knowledge and action and between what students must learn and what they can contribute (Melaville et al, 2006).

A Community Extension Framework for Philippine Higher Education Institutions: A Model Developed from Small-Scale Climate Change Adaptation Projects of Central Mindanao University and Higher education institutions in the Philippines are pushed to intensify university community engagement through extension activities. This is not just for accreditation purposes but, more specifically to facilitate sustainable development of poor communities.

However, among the fourfold functions of universities in the country (instruction, research, extension, and production), extension is the least acted upon by faculty members probably due to any or all of the following factors: a) lack of the necessary skills in community development, b) lack of time for such endeavors, or c) lack of understanding on what extension really is. In this paper, a model for designing college extension activities is proposed based on previous community engagement projects of the College of Forestry and Environmental Science of Central Mindanao University (CFES-CMU). Based on documentary evidence, interview data, and personal observations supplemented by literature review, essential features/characteristics of prior successful projects were analyzed

and developed into an operational framework for designing future university community development projects. This was done to ensure higher probability of success. The above analysis also provided a workable definition of community extension which can assist interested faculty members in understanding the objectives of extension work (Community Extension Framework for Philippine Higher Education Institutions, 2010).

The DepEd's Oplan Balik Eskwela attended to the concerns of enrollees, their parents, and other stakeholders. An inter-agency task force convened to attend to the learners' and other stakeholders' needs, like electrical and road safety, adequate power and water supply, access to health care, justified pricing of commodities, protection and security from criminal elements, and assistance in crisis situations (Ciriaco, 2018). When the school and the community work together, they address concerns and prioritize about school problems and issues by sharing responsibilities in solving problems encountered by the schools and that of the parents as well as that of the students/pupils. One of the objectives is to develop an approach which would successfully conquer and eliminate problems and to provide more appropriate ways of effectively responding to the needs of the neighborhood or community.

In terms of school concerns, the guidance personnel work well in instilling values on students' well-being like "makatao" which shows one's concern and feelings and sharing one's time and talents with the less fortunate people within the community (Gripaldo, 2005). Helping the less-privileged is seen as helping a fellow being and it is a demonstration of "pakikipagkapwa". (Aguiling-Dalisay et al, 2011). The concept of bayanihan is a deeply rooted Filipino culture and is associated with "the spirit of volunteering" or "camaraderie/kinship". In here, everyone is responsible for the wholesome development of the community. Supporting the Filipino community indicates close relations with one another. In fact, extension services through social responsibility was shown and seen by many when Typhoon Yolanda devastated the City of Roxas and the Province of Capiz sometime in November 2013. In fact, J. Lauritzen donated USD 40,000 to the international organization called Médecins Sans Frontières (MSF) to

help the victims of the said “super” typhoon. Additionally, the Lauritzen Foundation contributed USD 7,000 to Dr. Tay, a medical doctor and affiliated with Lauritzen, (2013) doing medical examinations to the seafarers and even went on a medical mission on a ship run by the Philippine Medical Association. This is considered as a community engagement for it serves, helps and engages various communities far and near to establish social responsibility and help the affected communities (J. Lauritzen,2010).

METHODOLOGY

Research Design

This research study used a descriptive-correlational research design that utilized both quantitative and qualitative data.

The quantitative research used the researcher-made questionnaire where groups of senior high school students were used as respondents of the study who assessed the level of community extension engagement and the extent of social responsibility of senior high school students in Panay Island.

Descriptive research simply determines or describes the current issues or problems by processing the collected data that would describe the situation more completely (Calderon, 2008).

A correlational approach was also used to measure the relationships among variables covered in the study (Reganit, 2008). This was used to determine whether there exists a relationship among the variables used in the study or measures the extent of relationship (Ariola,2006). In this regard, the researcher wanted to find out the relationship between the level of community extension engagement in terms of school based and community based as well as the extent of social responsibility in terms of school and community concerns.

The qualitative approach in this study utilized the interview with twelve respondents, seven (7) of which were Grade II students and five were Grade twelve (12) students coming from the selected senior high schools in Panay Island.

Research Participants and Sampling Procedure

The research participants in this study were the eight hundred fifty eight (858) senior high school students from the selected public senior high schools in the four provinces in Panay Island like Capiz, Aklan, Iloilo and Antique for School Year 2019-2020.

It utilized the draw lots or lottery procedure in identifying and selecting the respondents of the selected public senior high schools in Panay Island. A number was assigned corresponding to the name of the senior high school students in the list. Pieces of papers containing the names of the respondents in every school were rolled, placed in a box, and mixed well. The pieces of paper were taken one at a time by the researcher until the total sample size was reached. The schools were labeled A,B, C and D.

Table 1. Distribution of senior high school students in selected public secondary schools in Panay Island.

Schools	Population	Sample Size	Percentage
A	1,137	259	30.22
B	1,103	252	29.40
C	987	224	26.14
D	538	122	14.24
Total	3,765	857	100.00

The total population of 3,756 came from School A, School B, School C and School D. Only 857 senior high school students were used as sample size in this study.

For school A, there were 259 (30.22) respondents; for school B, there were 252 (29.40) respondents; for school C, there were 224 (26.14) respondents and for school D, there were 122 (14.24) respondents. The Cochran formula was used to determine the appropriate sample size for the study.

Research Instrument Used

The researcher used a researcher made questionnaire with had three (3) parts. Part I dealt with the socio-demographic profile of the respondents; Part II dealt with the level of community extension engagements as to school based and community based; and Part III dealt with the extent of social responsibility as to school and community concerns. Each component has ten (10) statements.

To describe the level of community extension engagements and the extent of social responsibility, the responses were scored as follows:

Scale/Score interval	Verbal interpretation	Meaning of Verbal Interpretation
5 4.21- 5.00	Significantly outstanding within expectation	Significantly manifests outstanding engagement behavior of senior high school; there is an extra evidence of progress towards the prescribed function in the community engagement program.
4 3.41- 4.20	Regularly very good within expectation	Significantly manifests very good behavior of senior high school; there is consistent regular evidence of progress towards the prescribed function in the community engagement program.
3 2.61- 3.40	Occasionally good within expectation	Significantly manifests good behavior of senior high school; there is an evidence of progress towards the prescribed function in the community engagement program.
2 1.81- 2.60	Fairly within expectation	Hardly manifests the expected behavior of senior high school; teachers lack other elements and there is lacking evidence of progress towards the prescribed function in the community engagement program.
1 1.00 -1.80	Poor within expectation	No manifestations of the expected behavior of senior high school; there is no evidence of progress towards the prescribed function in the community engagement program.

The questionnaire was then submitted to the panel of experts for content and face validation wherein each of the experts examined the items in the questionnaire to find out if it measured what it intended to measure. Anastasi and Urbina (2005) mentioned that for content validation, it involves the analysis of the items whether or not those items answer the problems of the study. After the panel of experts validated the questionnaire, the researcher incorporated all the suggestions given by them. Then, the questionnaire was pre-tested to the senior high school students who were not part of the respondents of the study. The questionnaires were collected and the reliability test was computed using the Cronbach's alpha. The result of the reliability of the said questionnaire was .93 which meant that the questionnaire was reliable.

Data Gathering Procedure

The researcher personally distributed the questionnaires to the respondents so that, when the respondents would ask questions, the researcher could answer them and at the same time, thank the respondents for their cooperation in answering the research instruments. Sufficient time was given to them to answer the questionnaire.

To obtain the qualitative data, the researcher used the interview process of Kruger (1998). Twelve participants were used in the study and the researcher asked permission from the supervisor/principal that said respondents be used as part of the interview. The purpose of the interview was to explore the participants' ideas about community engagements and social responsibilities and share all these experiences to everyone.

In the conduct of the interview, the researcher identified the possible participants, the venue and when to conduct the interview. The convenience of the participants and the estimated amount to finance the interview and documentation were shouldered by the researcher. A recorder was used to document the interview. There were twelve senior high school students who participated and were identified by the researcher.

Data Analysis and Interpretation Procedure

The data gathered were scored and given the corresponding verbal interpretation. For the descriptive data, frequency count, percentage and mean were used. For inferential statistics, t-test, ANOVA and Pearson r were used using the 0.05 alpha level of significance. These statistical tools were used to analyze and interpret the data.

After conducting the interview, the recorded information from the interviewees were gathered and analyzed. Document analysis was also used. Document analysis is a method of gathering data which involves analysis of content in order to give deductions based on the coverage of the study.

FINDINGS OF THE STUDY

The major findings of the study are the following:

The level of community extension engagement of senior high school students was significantly outstanding within expectation.

The extent of social responsibility of senior high school students was significantly outstanding within expectation.

There was no significant difference in the level of community extension engagement of senior high school students when grouped according to sex, grade level and academic track, but found to have a significant difference with age.

There was no significant difference in the extent of social responsibility of senior high school students when grouped according to sex, grade level and track but found to have a significant difference with age.

There was a significant relationship between the level of community extension engagement and the extent of social responsibility of senior high school students in the four provinces in Panay Island.

CONCLUSIONS

Based on the foregoing findings, the following conclusions were drawn:

1. The outstanding community extension engagement of senior high school students become sources of progress towards community engagement programs of the school and the community.
2. The outstanding social responsibility of senior high school students are influenced by their concerns toward school and community extension activities.
3. Senior high school students have the same perceptions on the level of community extension engagement when grouped according to age, grade level and academic trade, except for sex.
4. The extent of social responsibility of senior high school students does not vary considering age, grade level and academic track but differs as to sex.
5. A relationship exists between the level of extension engagement and the extent of social responsibility of senior high school students. The community extension engagement and social responsibility of senior high school students in Panay Island are mutually dependent.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendation are drawn:

1. With the significantly outstanding engagement behavior of the senior high school students toward community extension either school based or community based, there is a need to sustain and maintain the program through intensive capability building involving the administrators, faculty, students and the community officials.

2. School principals, department heads and extension coordinators must take part in the monitoring and supervision of the extension services program.
3. Teachers may motivate senior high school students to exercise and maintain the highest participation toward the extension services of the school and strengthen social concerns for the school and community improvements.
4. Since there is no significant difference in the level of community extension engagement and the extent of social responsibility of senior high school students when they were grouped according to sex, grade level and academic track, there is a need for the school and administrators and the teachers involved in the extension services program to conduct more training and seminars to further enhance to extension services program to conduct more trainings and seminars to further enhance the extension services program and there is also a need to involve the office of Student Affairs to help the extension program committee to reach out more students to get involved in the services offered by the school to the community.
5. Since there is a significant relationship between the level of community extension engagement and extent of social responsibilities of the senior high school students, there is a need to consider the outstanding behavior of the students as tools for quality sustainability of the extension program/ services of the school and the community.
6. Enhancement on linkages may be strengthened in order to provide effective community extension services.
7. A similar research study may be conducted using other variables to further enhance the current study.

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COMMUNICATION EFFECTIVENESS AND WORK ATTITUDES IN PUBLIC ELEMENTARY SCHOOLS IN ROXAS CITY DIVISION

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ABSTRACT

The study was conducted to investigate the communication effectiveness of public elementary school academic managers and work attitudes of public elementary school teachers in Roxas City Division during the Academic Year 2019-2020.

The respondents of the study were 230 randomly selected public elementary school teachers in Roxas City Division. The study used the descriptive-correlational research design. Data were gathered through a researcher-made survey questionnaire. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson r.

The findings of the study revealed that the degree of communication effectiveness of public elementary school academic managers in Roxas City Division as perceived by public elementary school teachers was very high in terms of verbal and non-verbal communications.

Furthermore, findings revealed that the extent of work attitudes of public elementary school teachers in Roxas City Division was high in terms of positive attitudes, and low in terms of negative attitudes.

There was a significant difference in the degree of communication effectiveness of public elementary school academic managers as perceived by public elementary school teachers when grouped according to school type but not significant as to sex, age, designation, length of service and educational attainment.

There was a significant difference in the extent of work attitudes of public elementary school teachers when grouped according to school type and no differences in the extent of work attitudes of public elementary school teachers when grouped according to sex, age, designation, length of service, and educational attainment.

There was a significant relationship between the communication effectiveness of public elementary school academic managers and the work attitudes of the public elementary school teachers.

Keywords: communication, effectiveness, attitudes, work

INTRODUCTION

Background and Rationale of the Study

Communication is a critical factor in directing and mobilizing the workforce towards the accomplishment of the organizational goals and objectives. It is a vehicle through which the basic management and administrative functions are carried out (Stephen, 2011). It is imperative that an effective communication must exist in an organization.

In a global context, organizational communication is one of the fastest growing academic disciplines. The importance of communication in an organization is now widely recognized. There are considerable evidences to show that organizations with effective communication strategies are successful, while those with poor internal communications tend to flounder.

Communication in schools takes place between and among school principals, teaching and non-teaching staff, students, parents and other stakeholders. The goals of the school are shared by the principal with relevant individuals within the school system through communication.

In the United States, the National Association of Secondary School Principals and the National Association of Elementary School Principals (2013) broadly accepted skillful communication as an important leadership attribute across disciplines. They identified the role of communicator as the most important element of highly effective principals.

Communication skills of school leaders can affect the overall operations and the school atmosphere. A school principal is likened to an engine that gives the school its power. His communication must be effective in order to achieve the best results (Giambra, 2014).

School principals communicate daily with many different people such as parents, students, and faculty members. The school principal must have good communication skills which can help him lead the stakeholders of the academic community to forward direction.

The researcher as a teacher for many years can attest to the importance of sharing of the visions, resources, useful information, and knowledge in the management of the school. Communication is important in schools because it constitutes one of the major means by which staff work together. Communicating of ideas and feelings is necessary to solicit and enhance collaborative support from all individuals within the school which can lead to multifarious school accomplishments.

It is with the aforementioned realities that the researcher intended to explore the effectiveness of academic manager's communication skills and the constructs of communicative leadership in attempting to elucidate its role in developing good work attitudes of teachers.

Statement of the Problem

The study was conducted to investigate the communication effectiveness of academic managers of public elementary school managers and work attitudes of public elementary school teachers in Roxas City Division during the Academic Year 2019-2020.

Specifically, it sought to answer the following questions:

1. What is the degree of communication effectiveness of public elementary school academic managers in Roxas City Division in terms of verbal and non-verbal communication as perceived by public elementary school teachers?
2. What is the extent of work attitudes of public elementary school teachers in Roxas City Division in terms of the positive and negative work attitudes?
3. Is there a significant difference in the degree of communication effectiveness of public elementary school academic managers in Roxas City Division as perceived by public elementary

school teachers when they are grouped according to sex, age, designation, length of service, educational attainment, and school type?

4. Is there a significant difference in the extent of work attitudes of public elementary school teachers in Roxas City Division when they are grouped according to sex, age, designation, length of service, educational attainment, and school type?
5. Is there a significant relationship between the communication effectiveness of public elementary school academic managers and the work attitudes of public elementary school teachers?

Hypotheses of the Study

Based on the statements of the problem, the following hypotheses were tested:

1. There is no significant difference in the degree of communication effectiveness of public elementary school academic managers in Roxas City Division as perceived by public elementary school teachers when they are grouped according to sex, age, designation, length of service, educational attainment, and school type.
2. There is no significant difference in the extent of work attitudes of public elementary school teachers in Roxas City Division when they are grouped according to sex, age, designation, length of service, educational attainment, and school type?
3. There is no significant relationship between the communication effectiveness of public elementary school academic managers and the work attitudes of public elementary school teachers?

Theoretical Framework

The present study is anchored on Newstorm and Davis' Theory of Communication (2014) and Job Characteristics Theory of Work Attitudes by Hackman & Oldham (1975).

According to the Theory of Communication, communication is the transfer of information from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. When communication is effective, it provides a bridge of meaning between the two people so that they can each share what they feel and know it (Newstorm and Davis, 2014).

On the other hand, the Job Characteristics Theory of Work Attitudes states that employees' job satisfaction, intrinsic work motivation, and productivity are functions of the characteristics of a job. The theory also states that employee's attitudes and performance are moderated by the employee's need for psychological growth. A positive relationship exists between effective communication and worker productivity. This reality can determine performance, along with the individual's level of motivation and degree of satisfaction (Robbins & Judge, 2011).

The aforementioned theories were appropriate for this study which dealt on communication effectiveness of public elementary school academic managers and work attitudes of public elementary school teachers. Without communication, coordination of work among teachers is impossible to achieve. An effective communication is needed for an efficient school management. Academic managers and teachers, as key players in the academe, need to communicate information, express their needs and feelings, and interact with one another. When communication is effective, it tends to encourage teachers' positive attitude that could lead to active involvement, high performance, and job satisfaction among teachers.

Conceptual Framework

The framework of the study presents the socio-demographic profile of the respondents which included sex, age, designation, length of service, educational attainment, and school type as the independent variable.

On the other hand, the communication effectiveness in terms of verbal and non-verbal communication, and the work attitudes in terms of positive and negative attitudes were treated as the dependent variables.

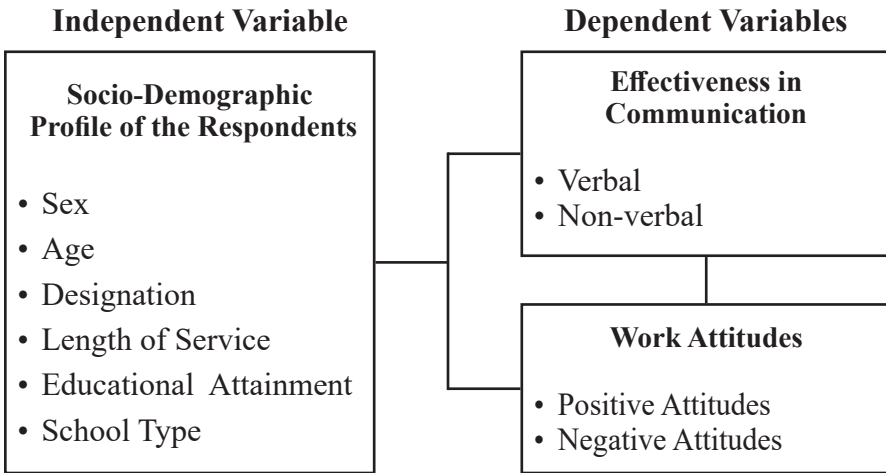


Figure I. Schematic diagram showing the relationship among the variables used in the study.

RELATED LITERATURE

Communication Effectiveness. Effective communication is needed for the management to develop and sustain a competitive advantage for organizational performance and improvement. Through mutual understanding, the ability of one to impart knowledge, pass a rule or an instruction, make a request, transmit or share an idea with a view to ensuring that organizational objectives are attained and individuals' interests are achieved. Effective communication creates mutual understanding between management and workers which helps in building genuine relationship among both parties in the organization (Asamu, 2014).

It was stressed by Nwankwo (2014) that effective communication was vital in the relationship that governs the institution's managers and employees under them. It is the process through which work gets done. Appropriate decisions are made in any organization through effective communication since decision making cannot be completed without a person taking a decision and another who is listening, observing or against whom such decision was taken.

Several researches recognized that groups and organizations

spent enormous amounts of time communicating. It was asserted by Luthans (2011) that organizational managers, in their day-to-day behaviors, devoted about a third of their activities to exchanging and processing routine information. The centrality of communication to the overall job of the administrator was evident when amount of time administrators spent communicating in organizations was considered (Lunenborg and Ornstein, 2012).

Lack of effective communication management was considered as one of the key obstacles to the productive performance of the team of people known otherwise as an enterprise (Sylvia and Zdzisław, 2012). Individuals relate with each other by means of communication. Managers had spent majority of their time communicating in one form or another through face-to-face discussion, memos, notice boards, mass meeting, employees hand book, public lectures.

Research carried out by Ezenwekwe (2013) on teacher-principal communication patterns as correlates of effective school administration in public secondary schools identified the communication patterns or styles which were commonly used by public secondary school principals. These were open, inclusive, two-way, result driven and multichannel communication patterns. The study concluded that schools where these communication styles were used were better managed and that communication styles contributed to increase in teachers' job satisfaction.

Considering sex as factor in communication, Al Hajar (2016) conducted a study which dealt on principals and teachers. It was found that male teachers were more satisfied with the principal's communication capabilities than the female teachers.

In terms of verbal communications, Simpson's (2009) findings suggested that organizational factors significantly impacted engagement at work. As an important component of organizational factors, leader's verbal communication style had an effect on work engagement.

A study conducted by Madlock (2013) in several schools in United States of America attested that verbal motivational language can assist administrators to communicate effectively with workers to increase job satisfaction. The study found out that most school had high level of effectiveness in communication. The study further

claimed that motivation of teachers was influenced by the techniques of communication used. When an employer's language is clear, uncertainty is reduced while motivation, job accomplishment and satisfaction is increased.

Furthermore, it was stated by Mendels (2012) that there was a need for principals to be more focused on instruction and not much in building management. School management required principals to have exceptional oral communication skills. School managers spent about 70–80% of their time in interpersonal communication, most of which were face-to-face and by telephone.

On the other hand, a form of non-verbal communication, as a part of body language, is gestures. Gestures are also known as kinesics, another word for movement. It refers to the study of arm movement, hand movement, body movement, and face movement. Hand gestures specifically tend to have both positive and negative impacts on the information received by the receiver (Hans & Hans, 2015).

Work Attitudes. In service quality, job attitude appeared to have relationship with the behavior of the organization. The behavior of the organization and job attitude were correlated in providing best service quality (Lee & Chan, 2013). According to Carpenter et al. (2009), work attitude is the feeling a person had towards different aspects of the work environment. How people behaved in the workplace was linked to how it felt to be in the workplace.

In the study conducted by Zheng, Yang and McLean (2010), it was found that both the organization behavior and corporate social accountability were related to the work attitude. It was also concluded that work attitude contributed positively on organization behavior and corporate social responsibility. Additionally, work attitude had an effect on both the intra and extra role of organizational behavior. Employees who had perceived corporate social responsibility exerted positive working attitude and willingness to provide support to the organization.

Communication Effectiveness. The existence of the teachers' approval and satisfaction with school communication impacted positively on the formation of a mutually beneficial working relationship with the school heads (Tuazon and Padiernos, 2016). It provided a fertile ground to forge understanding, trust, and inspiration

among them that consequently facilitated an efficient interaction.

Work Attitudes. Work attitudes are set of durable beliefs and behaviors in work which can dictate their goals and job directions. It was asserted by Cruz (2010) that they reflected personal needs, job types, or the environmental preferences. The work attitudes of teachers spelled achievement or disappointment. Higher work values promoted morale and greatly contributed for continued good performance. Willingness to perform and enthusiasm to do their job were manifestations of favorable work attitudes

METHODOLOGY

Research Design

The study used the descriptive-correlational research design. The descriptive method was used to determine the degree of communication effectiveness of academic managers as perceived by public elementary school teachers and the extent of their work attitudes.

The descriptive-correlational method was found appropriate for this study because it sought to describe the degree of effectiveness of communication of public elementary school academic managers as perceived by public elementary school teachers, the extent of public elementary school academic teacher's work attitudes, and determined the differences and the relationship between and among the variables.

Research Participants and Sampling Procedure

The research participants of this study were two hundred thirty (230) out of five hundred forty-three (543) teachers in the Department of Education - Roxas City Division.

Slovin formula was used to determine the appropriate sample size using a margin of error of 0.05

The respondents were selected by stratified random sampling by means of drawing of lots. Stratified random sampling is used by drawing the sample from the population and then drawing separate

random samples from each stratum (Sullivan, 2008). The researcher wrote the respondents' names for each elementary school in small pieces of paper. Then, they were rolled and placed inside a box. The researcher picked the number of pieces of paper corresponding to the allocated sample size for each elementary school.

Research Instrument Used

The primary research instrument used in gathering the data needed to answer the specific questions was a researcher-made questionnaire. The questionnaire has three (3) parts.

Part I included the socio-demographic profile of the respondents which included sex, age, designation, length of service, educational attainment, and school type.

Part II included items which determined the communication effectiveness of academic managers as perceived by public elementary school teachers. It was composed of thirty (30) items. There were fifteen (15) statements on verbal communication and another fifteen (15) statements on non-verbal communication.

Since the questionnaire included positive and negative statements, responses to negative attitude statements were scored reversely.

Data Gathering Procedure

As soon as the validity and reliability of the instrument were established, the questionnaire were reproduced. Permission and approval from the Office of the Superintendent of the DepEd - Roxas City Division, the cluster district supervisors, and the principals of each school were secured to conduct the study.

The researcher personally administered the questionnaire to the respondents. Sufficient time was given to the respondents to answer the questionnaires. All information given by the respondents were treated with confidentiality. After the retrieval of the questionnaires, results were tabulated in Microsoft Excel and processed using the Statistical Package for Social Sciences (SPSS).

Data Analysis and Interpretation Procedure

The data gathered on the communication effectiveness of public elementary school academic managers as perceived by public elementary school teachers and their work attitudes were scored and given with corresponding verbal interpretation. For descriptive statistics, frequency, percentage, and mean were used. For inferential statistics, analysis of variance (ANOVA), t-test, and Pearson r were used. Data which were collected from the questionnaires were tabulated, analyzed and interpreted.

FINDINGS OF THE STUDY

The communication effectiveness of public elementary school academic managers in Roxas City Division as perceived by public elementary school teachers was found to be “very highly effective”. Both verbal communication and non-verbal communication were found to be “very highly effective.”

The work attitudes of public elementary school teachers in Roxas City Division were found to be “very high” for positive work attitudes and “low” for negative work attitudes.

The data revealed that majority of the public elementary school teachers in Roxas City Division were female, belonged to the age bracket of 40 years and above, had designations of Teacher III, had been in service for more than 15 years, had post graduate degrees, and were assigned in big schools.

Significant difference was found in the communication effectiveness of public elementary school academic managers as perceived by public elementary school teachers when they were grouped according to school type, while no significant differences were found when they were grouped according to sex, age, designation, length of service, and educational attainment.

Furthermore, significant difference was found in the work attitudes of public elementary school teachers when they were grouped according to school type, while no significant differences were found when they were grouped according to sex, age, designation, length of

service, and educational attainment.

The communication effectiveness of public elementary school academic managers was found to be significantly related to the work attitudes of the public elementary school teachers.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The communication effectiveness of public elementary school academic managers in Roxas City Division is significantly manifested.
2. The positive work attitudes of public elementary school teachers are regularly manifested.
3. The type of school of public elementary school academic managers in Roxas City Division creates variation in the degree of their communication effectiveness.
4. The type of school of public elementary school teachers in Roxas City Division creates variation in their work attitudes.
5. The communication effectiveness and work attitudes are mutually dependent.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations were proposed:

1. The public elementary school academic managers may provide a regular consultation schedule for teachers, as well as class observation plan and meetings. This will ensure that there is a regular and periodic avenue for interaction, information dissemination, sharing of information, and worthwhile conversation between the academic managers and teachers.
2. The public elementary school academic managers may include a lecture or session on levelling of expectation among faculty

members during the conduct of the operational planning of the school.

3. The public elementary school academic managers of big schools may conduct a regular monthly assembly among teachers as venue for fellowship and planning for program implementation.
4. The public elementary school academic managers of big schools may initiate to conduct recreational activities or programs for teachers at the end of each grading period. This will be a venue for fellowship to establish a strong sense of belongingness, camaraderie, teamwork, and participation among school managers and teachers.
5. The public elementary school academic managers and public elementary school teachers may undergo seminars, training, and workshop intended for the improvement of communication skills and work-related soft skills.

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VIDEO-CLIP INSTRUCTION ON ENGLISH PERFORMANCE OF GRADE 6 PUPILS

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ABSTRACT

The study aimed to investigate the effect of Video-Clip Instruction on the pupils' English performance and utilized thirty (30) grade 6-pupils of Lonoy Elementary School who were officially enrolled during school year 2019-2020. The study used quasi-experimental design. The experimental group used the video-clip instruction while the control group utilized conventional method of teaching. The study was conducted from November 4 to 29, 2019 covering four (4) weeks video-clip instruction and conventional method respectively.

The data was subjected to descriptive statistics such as percentage and mean while the inferential tests used for data analyses were the t-test for inferential data with a level of significance set at 0.05 alpha level.

The pupils' English performance is considered good, this condition is occasionally manifested.

The pupils exhibit very well before the conduct of the study, while after the conduct of the study they exhibited excellent performance in their English.

The pupils' English performance in the pre-tests and post-tests of the control group is not the same.

The pupils' English performance in the pre-tests and post-tests of the experimental group is related.

Keywords: video-clip, instruction, performance

INTRODUCTION

Background and Rationale of the Study

Education is continuously changing and adapting to meet the needs of students. As pupils' interest geared towards new technologies, education must adapt to match those learning habits.

English is the primary language of the majority of people in the different countries around the world. It is also an official or semiofficial language of many countries with a colonial past. In Germany, English is not a primary or official language, it is taught as a foreign language and used as the language of technology and diplomacy. A second language status comes when English has a special standing such as being acceptable in the courts of law being the medium of instruction in major sectors of educational system, used in regional or national administration, and commonly used in radio or television, and when there are major newspapers published in English.

One of the strategies in teaching is using audio-visual materials in the classroom. This kind of strategy is not new, since filmstrips were first studied by the United States during World War II as a training tool for soldiers, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of A/V materials in classrooms. Content has developed from instructional television (ITV), which allowed replay of taped lectures, through educational television (ETV), intended to complement classroom instruction rather than compete with it to educational standards-based videos designed specifically as supplemental classroom tools. Delivery technologies have also advanced, from filmstrips to cable television, to the versatility of VCRs, DVDs and laserdiscs. Finally, with the advent of digital technology, the field is evolving to newer and ever-greater potentials of adaptability in delivery.

Video-clip as a tool for instruction can give essential extra benefits for students' learning experiences; enrich the students' experience

about language in use, improve their cross cultural understanding, develop their creativity, and increase their motivation in learning. However, in this advanced technology era, the teachers have to face some challenges in utilizing the video in the classrooms (Harmer, 2016).

In the Philippines, this foreign language particularly English gains high respect because it is the Filipinos' second language used as medium of instruction and communication in most of the academic subjects. In any teaching and learning situation the language of instruction plays a very vital role in facilitating learning of subject contents. So it is necessary for the teachers and students to use the language of instruction appropriately to enhance effective teaching and learning. Teachers tend to be contented of what is available at hand even if there are other strategies that they can explore and use in English instruction. In other words, when there is conflict regarding the medium of instruction that is used at early learning stage, the situation may be negative effects on the subsequent educational level of the students.

Even though the Department of Education (DepEd) has provided teachers the learning guides, they are not obliged to follow all the teaching strategies presented on the guides but rather, they will have the freedom to revise the manner of presenting their lessons. Thus, conventional learning is also one of the teaching strategies commonly employed by teachers in teaching English.

As an English teacher, the researcher would like to find the most effective teaching strategy to be used in teaching in order to improve the performance of students in English. The researcher's experience as a public school teacher for almost five years has inspired her to conduct this study, to find out which is more effective in teaching English for Grade 6, the Video-Clip Instruction or the Conventional Teaching Method. Whatever the study may bring out, the researcher hopes to find a way on how to improve the performance of pupils in English.

Statement of the Problem

This study investigated the relationship between the Video-Clip Instruction and English performance of Grade 6 pupils of Lonoy Elementary School for the school year 2019-2020.

Specifically, the study sought answers to the following questions:

1. What is the English performance of control and experimental groups in the pre-test?
2. What is the English performance of control and experimental groups in the post-test?
3. Is there a significant difference in the English performance of the controlled group in the pre-tests and post-tests?
4. Is there a significant difference in the English performance of the experimental group in the pre-tests and post-tests?

Hypotheses of the Study

Based from the above mentioned statements of the problem the following hypotheses were forwarded:

1. There is no significant difference in the English performance of the controlled group in the pre-tests and post-tests.
2. There is no significant difference in the English performance of the experimental group in the pre-tests and post-tests.

Theoretical Framework

This study was anchored on the Cognitive Theory of Multimedia Learning (CTML) of Richard Mayer which incorporates several concepts from the both science of learning and the science of instruction. It is built on the philosophy that “the design of e-learning courses should be based on a cognitive theory of how people learn

and on scientifically valid research studies. In other words, e-learning courses should be constructed in light of how the mind learns and experimental evidence concerning e-learning features that promote best learning”. CTML is supported by Mayer’s extensive research involving testing learning theory while focusing on authentic learning situations (Clark & Mayer 2009).

The multimedia learning theory was used to explain that viewing, while it might appear to be passive, could involve the high cognitive activity necessary for active learning: “well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive”. The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as “the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television”. Other aspects of video that have been demonstrated to engage students in active learning are its address to multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers (Aiex, 2009).

This study was also anchored on the Social Development Theory of Vygotsky (1969). Based on this theory, social interaction precedes development where consciousness and cognition is the end product of socialization and social behavior. This theory asserts that all knowledge is constructed by the individual.

Conceptual Framework

The study was based on the idea that using video-clip instruction can affect the English performance level of grade 6 pupils of Lonoy Elementary School. Hence, it was the goal of the study to gather empirical data to reveal which method would be more effective.

The paradigm of this study was reflected in Figure 1.

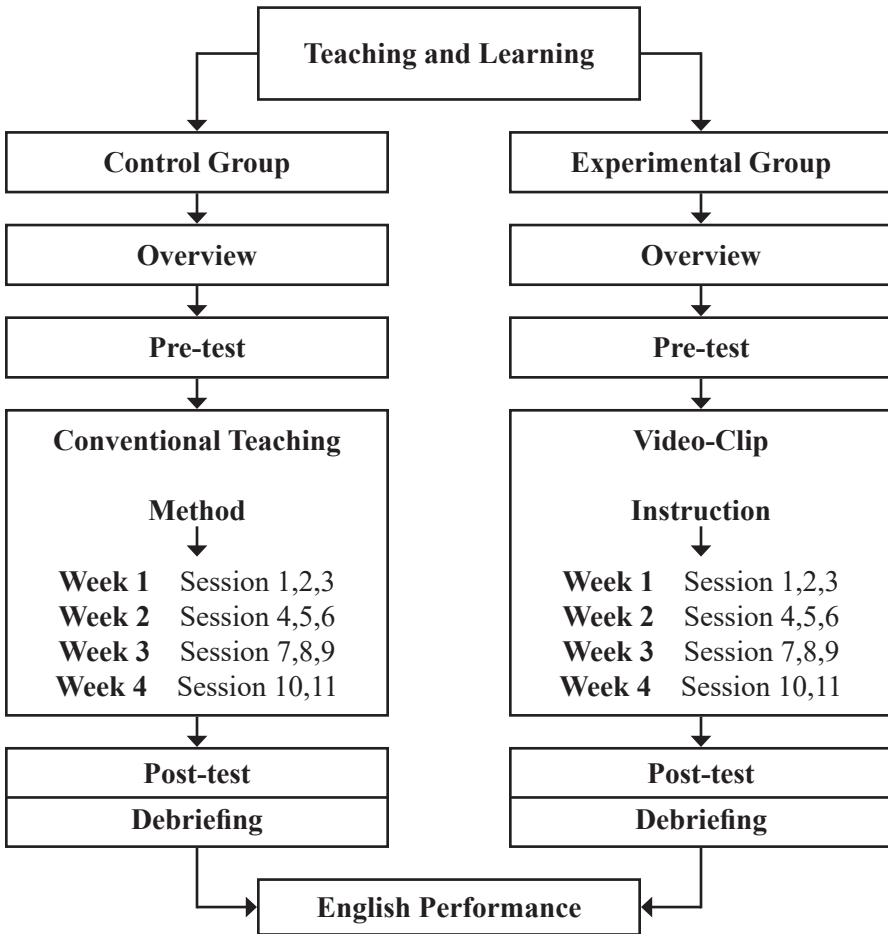


Figure 1. Schematic diagram of the conceptual framework of the study

In this study, a group of pupils assigned in the experimental group was taught using video-clip instruction while a group of pupils in the control group was taught using conventional method of teaching. Before administering the pre-test and post-test to each group, an overview was given to them. Within a span of four weeks, day 1 was intended for pre-test, days 2-4 were intended for video-clip instruction for the experimental group and conventional method of teaching for

the control group. Day 5 was intended for the administration of post-test followed by the conduct of debriefing.

RELATED LITERATURE

Media literacy instruction has been shown to have a positive correlation with demonstrable academic improvement in core subject areas. In a comparison study between two 11th-grade English classes, one of which incorporated extensive critical analysis of print, audio and visual media, researchers found that the media literacy instruction resulted in improved reading and writing skills across all forms of text. Additionally, preliminary results from a three-year study of a new media literacy program indicate that media literacy can play an important role in improving student performance in core-curriculum subjects (Gregorian, 2016).

Supporting students to engage with video as active learners requires creating the right setting for such learning to occur. While this may seem an obvious truism, a six year study of mass media usage in two Massachusetts school districts reveals that film and video are still often used for non-optimal purposes, including filling time, keeping students quiet, as a break from learning or as a reward for good behavior. Using video as “edutainment” in this way reinforces “the passive viewing and unquestioning acceptance of received material that accompanies growing up in a video environment” (Aiex, 2009).

Furthermore, videos may help promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with learning difficulties who might miss learning opportunities provided solely by print-based materials. In this respect, videos provide important learning opportunities to students working in a second language. But he mentioned that there are numerous advantages for such “at-risk” students when instruction is supplemented by the use of video: First, [video-based contexts] provide rich sources of information with opportunities to notice sensory images, dynamic features, relevant issues, and inherent problems. Second, they give students the ability to perceive dynamic moving events and to more easily form rich

mental models. This advantage is particularly important for lower achieving students and for students with low knowledge in the domain of interest. Third, video allows students to develop skills of pattern recognition which are related to visual and auditory cues rather than to events labeled by the teacher. In sum, video images are ideal for creating a common experience for the teacher and learner that can be used for ‘anchoring’ new knowledge (Barron, 2009).

The benefit of video—where much of the content is conveyed visually—for visually-oriented learners is immediately apparent. However, video also benefits auditory learners, with its inclusion of sound and speech, and can provide demonstrations not otherwise possible in classrooms for tactile learners (Hovland, et al., 2009).

Hovland’s study is related to the present study because video instruction can identify the learning styles of students and its benefits to the learning process of students. However, they differ in the units of analysis, setting of the study and statistical tools used to analyze the data.

As with all educational technologies, the value of video relies on how it is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson. Effectively integrating video into classroom instruction involves preparation and activities before, during and after viewing (Kozma, 2011).

The impact of computer technology on English education in K-12 classrooms was examined through indicated statistically significant positive effect of computer technology on English achievement. In addition, several characteristics of primary studies were identified as having effects like CT showed advantage in promoting English achievement if elementary over secondary school students, CT showed larger effects on the less time than the traditionally instructed students or learned more material given the same amount of time (Li, 2014).

Li’s study is similar to the present study because computer technology has a positive impact to the English achievement of students. He emphasizes the difference of the modern and traditional teaching method and its effect to the learners. However, they differ in the units of analysis, setting of the study and statistical tools used to analyze the data.

The research in English education has shown that the computer facilitated the learning of concepts. Students of English courses were more motivated, self-confident, joyful and the subject became more meaningful with computer assisted instruction (Ragasa, 2009). At the same time in a study performed by (Barnes, 2017), the results indicate that video-clip instruction leads to more positive attitudes towards the presenter and presentation style associated with video-clip. Students in video-clip group enjoyed presentation more, found it more understandable and believed that it taught them concepts better than did the student in traditional group. A six-week study on the use of instructional television with eighth grade students found that students in the classes which included the television programming outperformed the control groups in test scores, writing assignments, in variety and creativity of problem-solving skills, and in their engagement in class discussion.

Tabios's study is similar to the present study because using video as a medium of instruction is the most significant factor in the success and failure of the teachers in teaching. However, they differ in the units of analysis, setting of the study, respondents and statistical tools to analyze the data.

Nunez, et al., Oloroso, et al., Vista, et al., Luces, Flazo and Tropicó is related to the present study because English achievement affects the socio-demographic characteristics of students. However, they differ in the units of analysis, setting of the study, respondents and statistical tools used to analyze the data.

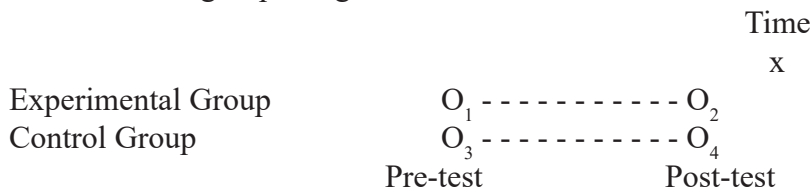
METHODOLOGY

Research Design

This study used the quasi – experimental design to determine the effects of video-clip instruction in the performance of pupils. There were two groups: the experimental group and control group. The participants were selected by matching their grade point averages in English in the first grading period of Academic Year 2019-2020. Instruments used were four (4) 20-item pre-tests/post-tests based on

the learning competencies taught for three days for a span of four (4) weeks. The same lessons were used for the control and experimental groups but for the experimental group video clip instruction was used.

The diagram that follows presents the pre-test-post-test non-equivalent control group design.



Two groups were used as participants of the experiment and both groups were measured twice in a week. The first measurement served as the pre-test where O_1 and O_3 were the pre-test mean scores of the participants of both groups; and the second measurement was the post-test, where O_2 and O_4 were the post-test mean scores of the participants. The instruments were collected during the class hour allotted to both groups. The two post-tests (O_2 and O_4), were compared (Laguda, 2018).

Research Participants and Sampling Procedures

The participants of the study were thirty (30) Grade 6 pupils of Lonoy Elementary School during the School Year 2019-2020.

In a class of thirty (30) handled by the researcher, two groups were formed with fifteen (15) pupils in each group. The first group was classified as the experimental and the other one was the control group.

To determine who among the students belonged to the experimental and control groups, the researcher matched the grade point averages of the participants in English during the first quarter of School Year 2019-2020. The researcher matched the grades of the pupils using the following scale: 90-100- Outstanding; 85-89- Very Satisfactory; 80-84- Satisfactory; and 75-79- Fairly Satisfactory.

After this, the researcher divided those pupils who belong to

each of the scale, regardless of gender and identified who among the participants belonged to the experimental group and control group.

Research Instrument Used

The researcher used a researcher-made test in English to measure the English performance of the Grade 6 pupils.

English performance test. A 20-item multiple choice test every week was made. A Table of Specification was prepared before writing the test items to make sure that each topic for the coverage of this study was properly presented in the test. Prior to the use of the instrument, the instrument underwent content validation by an editor, linguist, a statistician and an expert. All suggestions and recommendations were incorporated in the assessment tools.

To interpret the English performance of the Grade 6 pupils, the items were scaled as indicated in the study.

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 17-20	Very Effective	The video-clip instruction has far exceeded expectations. The performance of pupils will be demonstrated exceptionally high.
4 13-16	Effective	The video-clip instruction has consistently exceeded expectations. The performance is considered very well.
3 9-12	Moderately Effective	The video-clip instruction has met expectations. The performance is considered good.
2 5-8	Less Effective	The video-clip instruction has failed to meet expectations. Progress towards performance is not met.
1 0-4	Least Effective	The video-clip instruction is consistently below expectations. Progress towards English performance is not made. Significant improvement is needed.

Data Gathering Procedures

The researcher employed three phases in conducting the study: the pre-experimental stage, the experimental stage and the post-experimental stage.

Pre-experimental stage. In the pre-experimental stage, the first step was identification of the research lesson (topic). The researcher identified the topics covered during the second grading period. After the identification of the lessons, the researcher apportioned these topics within experimental period.

Second, the researcher constructed a table of specification considering the topics included in the middle of second grading period. A performance test then was constructed based on the table of specification made which served as baseline data for the participants' English performance.

Third, the researcher asked permission from the principal to conduct the study to grade 6 pupils during their English class .

Fourth, the researcher personally administered the pre-test to the two groups of Grade 6 pupils. When the pre-test was completely answered, it was checked, recorded and tabulated for analysis using the appropriate statistical tools. However, the test materials are kept in a safe storage since the same test was administered at the end of the experiment.

Experimental stage. During the experimentation, the first group was assigned to experimental group and taught using Video-Clip Instruction, while the second group was assigned in the control group and was taught using conventional teaching method under similar environmental conditions.

The topics to be covered during the conduct of the study for four (4) weeks were those topics in the second grading period which was included in the budget outlay. The topics to be discussed include compose clear and coherent sentences using appropriate grammatical structures; orders of degree of regular and irregular adjectives, adverbs of intensity and frequency.

In Video-Clip Instruction, the teacher presents the concept and principles of the lesson through video with the aid of computer, projector, internet connection and speaker. Video clips on the topics

discussed include regular adjectives of comparison (week 1), irregular adjectives (week 2), adverbs of intensity (week 3) and adverbs of frequency (week 4).

In conventional teaching method, the teacher no longer presents the lessons nor gives a lecture. Rather, pupils were assigned into groups or paired together and were given tasks to be accomplished. The teacher monitors each group and facilitates in the accomplishment of the tasks.

The experiment lasted for four (4) weeks. The first week included the orientation and conduct of pretest to the groups. The second to fourth week included lectures, discussions, and other activities of the lessons in English using video-clip instruction in the experimental group and Conventional Teaching Method in the control group.

Post-experimental stage. The researcher conducted posttest to all participants in the control and experimental group. The result was checked, recorded, tabulated and analyzed using the appropriate statistical tools. The data on the pretest and posttest were tallied and encoded in Microsoft Excel application. Both the pretest and posttest results were processed using the Statistical Package for Social Science (SPSS) software. The differences between pretest and posttest results were determined by submitting the data to statistical analysis using inferential statistical tools to answer the statement of the problem and the hypothesis stated in the study. Both tabular and textual presentations were used in data presentation and analysis.

Data Analysis and Interpretation Procedures

The data gathered from the study were analyzed using the Statistical Package for Social Sciences (SPSS) software).

Mean. This was employed to determine the level of English performance of Grade 6 pupils.

t-test for independent samples. This test set at 5% alpha level of significance was used to determine the differences between the English performance of pupils of the control and experimental group in both the pre-test and post-test.

FINDINGS OF THE STUDY

The major findings of the study revealed that the pupils' English performance of both groups in the pre-test was "moderately effective".

However, the pupils' English performance of experimental group has an "effective" video clip instruction before the conduct of the study and has a "very effective" video clip instruction after the study was conducted.

Furthermore, there was a significant difference in the English performance of the pupils in the pre-test and post-test of the control group.

Finally, there was a significant difference in the English performance of the pupils in the pre-test and post-test of experimental group.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn.

The pupils' English performance is considered good, this condition is occasionally manifested.

The pupils exhibit very well performance before the conduct of the study, while after the conduct of the study they exhibited excellent performance in their English.

The pupils' English performance in the pre-test and post-test of the control group is not the same.

The pupils' English performance in the pre-test and post-test of the experimental group is related.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proposed:

1. Pupils may be encouraged and motivated to use video clip instruction so that they can acquire competence in the different subjects. They can engage in learning activities that encourage independent learning. They may identify the area where they are weak and focus on it. They may be persistent to perform better than they did and take advantage of the knowledge that their teachers will impart to them. They may open to corrections and criticisms that will make themselves improve all the more. Despite the time effort required to achieve better performance, they may strive to comply. The willingness to learn and improve must start in themselves so that they will do well not only in their English subject but also in all subjects.
2. Teachers may be encouraged to deepen their knowledge and widen the application of video clip instruction in their lessons through their attendance in seminar-workshops and also through their own personal efforts to improve themselves professionally. They must have a mastery of Information Communication Technology and should serve as good models to their pupils using video clip instruction in their teaching process in the classroom.
3. English coordinators may plan out enrichment and training activities with well trained information technologists to expose both teachers and pupils. Furthermore, they may also revise the school curriculum so as to integrate the importance of using video clip instruction especially during classes.
4. The principals may encourage their teachers to engage in other innovative teaching strategies to maximize the transfer of learning inside the classroom. Also principals may see to it that their teachers are trained and adept in designing and constructing learning modules. Teachers may be sent to seminars, workshops, and trainings for them to acquire the necessary skills to develop alternative learning materials like learning modules and using new technologies in teaching.
5. Future researchers may replicate this in other setting to investigate further on the effectiveness of video-clip instruction on English performance of pupils.

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ONLINE INSTRUCTIONAL MATERIALS USAGE AND QUALITY TEACHING AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE DIVISION OF CAPIZ

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ABSTRACT

The study aimed to determine the extent of online instructional materials usage and quality teaching among public elementary school teachers in the Division of Capiz for the school year 2019-2020. The respondents were the 223 public elementary school intermediate teachers and 1,905 public elementary school intermediate pupils. The study used the descriptive-correlational research design. A researcher-made questionnaire with three parts was used to gather the data. The statistical tools used in this study were frequency count, mean, t-test, and Pearson product-moment correlation coefficient. The level of significance was set at alpha 0.05.

Findings revealed that the extent of online instructional materials usage of public elementary school teachers in the Division of Capiz in terms of audio, visual, and audio-visual, as well as the level of quality teaching in terms of content, presentation, presentation, and learning were perceived by the respondents as at the highest extent.

That there was a significant difference in the extent of online instructional materials usage when respondents were grouped according to teacher and pupil respondents.

There was a significant difference in the level of quality teaching when grouped according to teacher and pupil respondents.

Online instructional materials usage was significantly related to quality teaching of public elementary school teachers in the Division of Capiz.

Keywords: online instruction, quality teaching

INTRODUCTION

Background and Rationale of the Study

Teaching at any level requires that the students be exposed to some form of simulation. It may be in the form of instructional materials that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore the teacher is assisted in overcoming physical difficulties that could hinder his effective presentation of a given topic. The use of electronically mediated instruction to reinforce the traditional face to face classroom instruction has resulted in a shift from teacher to student-centered classes. In this situation, the responsibility for learning shifts to the students. The teacher facilitates learning by acting as a coach, resource guide and companion in learning. The use of instructional materials does not only encourage teachers and students to work collaboratively but also results in more cooperative learning activities among the students.

The use of instructional materials on teaching has significant impact on students' performance in Yobe State, Nigeria (Sheriff, 2017). The study reveals that there is a statistically significant difference in the performance of students taught with the use of visual instructional materials and of those taught without the use of instructional materials. Students in the experimental group performed better than students in the control group in their achievement test. This implies that instructional materials have positive effect on students' academic achievement. Hence, memory retention power of instructional materials, in the teaching-learning process enables students to retain knowledge and acquire skills. However, it was also recommended in the study that government provide all the necessary instructional materials needed for effective teaching and learning. Also, teachers should regularly update themselves by attending conferences, workshops, and seminars.

This study subscribes to the provision of the Philippine

Constitution under Section 7 of Republic Act 9155, or better known as the Governance of Basic Education Act of 2001, which states “introducing new and innovative modes of instruction to achieve higher learning outcomes”. Thus, school heads and teachers should encourage initiatives for the improvement of instruction through utilization of instructional materials.

The Department of Education is facing challenges in achieving quality and excellent performance in the elementary level. Based on the findings revealed by the study of Basilan (2018) in Batangas Province, Philippines, Bauan Technical High School encountered problems regarding the supply, usability and accessibility of instructional materials. Significantly, the study found out that the outstanding experience of the respondents in the teaching learning process was the accumulation of instructional materials tailored-made for the needs of the learners that would suffice for the objectives of the Department of Education curriculum guides. Instructional materials’ supply, usability and accessibility were constraints for the facilitators. In the midst of these, teachers maximized the use of online sources, to minimize this scantiness. This led to the proposed offline digital instructional archive, “Libro ni Bonsai”, a Google Play Store free mobile application, oasis of tailor-made curriculum-guided instructional materials that would solve present dilemma.

The researcher believes that the role of teachers in contemporary education has enlarged significantly. In this regard, the researcher was urged to conduct this study in order to evaluate the benefits of online instructional materials. This study could manifest how the online instructional materials usage influences the quality of teaching of public elementary school teachers in the Division of Capiz. The researcher, as a teacher, needs to pursue this study in order to discover the various challenges that the teachers face as they teach and contribute to provide solutions to the existing instructional problems.

Statement of the Problem

This study was conducted to determine the correlation between online instructional materials usage and quality teaching of public

elementary school teachers in the Division of Capiz.

Specifically, this study aimed to answer the following questions:

1. What is the extent of online instructional materials usage of public elementary school teachers in the Division of Capiz in terms of audio, visual and audio-visual?
2. What is the level of quality teaching of public elementary school teachers in the Division of Capiz in terms of content, appropriateness, presentation and learning?
3. Is there a significant difference in the extent of online instructional materials usage of public elementary school teachers in the Division of Capiz as assessed by themselves and their pupils?
4. Is there a significant difference in the level of quality teaching of public elementary school teachers in the Division of Capiz as assessed by themselves and their pupils?
5. Is there a significant relationship between online instructional materials usage and quality teaching among public elementary school teachers in the Division of Capiz?

Hypotheses

The following are the hypotheses of the study:

1. There is no significant difference in the extent of online instructional materials usage of public elementary school teachers in the Division of Capiz as assessed by themselves and their pupils.
2. There is no significant difference in the level of quality teaching of public elementary school teachers in the Division of Capiz as assessed by themselves and their pupils.
3. There is no significant relationship between online instructional materials usage and quality teaching among public elementary school teachers in the Division of Capiz.

Theoretical Framework

Knowledge is not confined to an individual; rather, it is distributed across objects, individuals, artefacts, and tools in the environment. This study was anchored on Distributed Cognition Theory developed by Edwin Hutchins (1995).

The Distributed Cognition Theory explains how the use of online instructional materials work and impact on quality teaching. It proposes that online instructional materials usage contributes to the improvement of pupils' performance by their involvement in what is taught and by their improved motivation.

Online instructional materials are used to increase pupils' learning performance with the ultimate aim of improving the quality of education. The use of these materials allows sharing of cognitive activity among the parts and participants of the system, which can be other people or materials such as devices, technologies or media. These participants distribute their cognition among other learners and physical or digital materials by externally representing their knowledge. Online instructional materials can help to scaffold new capabilities as well as off-load a certain amount of cognitive work, thus reducing the cognitive load of the learners and helping to augment their capabilities.

This Distributed Cognition Theory, therefore, can help in generating assumptions or hypotheses about the future results of this study by providing ideas on the effect of online instructional materials usage in terms of audio materials, visual materials, and audio-visual materials among public elementary school teachers in the Division of Capiz in relation to their quality teaching in terms of content, presentation, appropriateness and learning.

The researcher acquired this theory from Hutchins, E. (1995) in his article "Cognition in the Wild".

Conceptual Framework

Generally, the concept of this study is to describe the extent of online instructional materials usage and quality teaching among public

elementary school teachers in the Division of Capiz. The researcher intends to correlate how these variables are being differentiated and related to other variables.

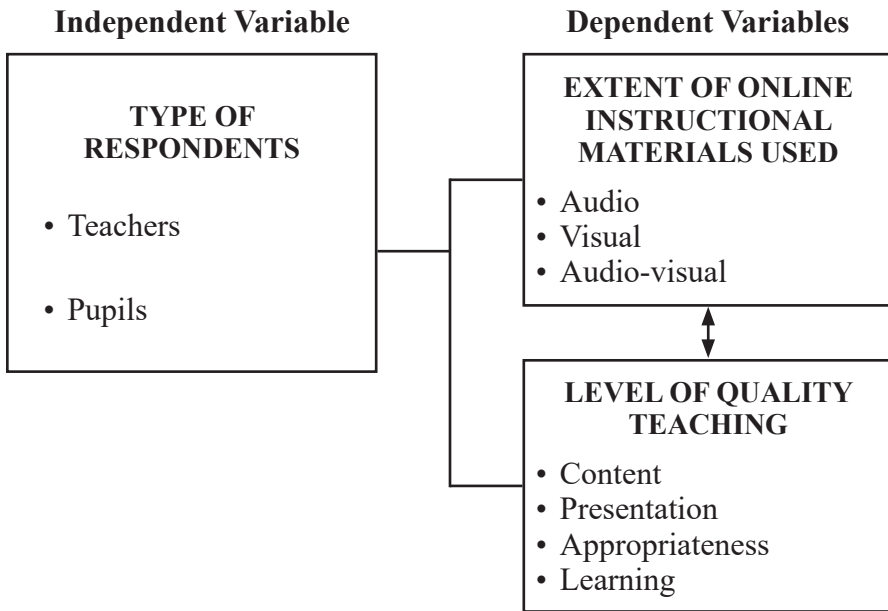


Figure 1. Schematic diagram showing the relationship between the variables and their components used in the study.

RELATED LITERATURE

Online instructional materials. According to Mathew (2012), the use of instructional materials makes teaching effective as it enables learners to participate actively in classroom instruction. It is also observed that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. Teachers assert that instructional materials have direct contact with all the sense organs of the students (Olumorin, Yusuf, Ajidagba and Jekayinfa 2010).

Studies on learning theories and skill acquisition also emphasize on the use and effect of instructional materials on learners' cognitive

domain. A single approach or strategy cannot adequately explain the concept of how people learn, how materials should be used, how the various interactions affect learning and how best to organize the teaching and learning process (Nsa, 2012).

Moreover, Kochhar (2012) states that instructional materials are very significant learning and teaching tools. He suggests the need for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject. Jimoh (2009) asserts that verbalization has been found to be inadequate for effective teaching as instructional materials serve as a channel through which message, information, ideas and knowledge are disseminated more easily.

On the other hand, a case study conducted by *Ghanney* (2008), revealed that inability of teachers to use instructional materials leads to pupils becoming passive listeners in class, bore, poor participants, lacking interest in the subject, absentees and finally poor performers in class.

Audio materials. Young children spend 75% of their school day in listening activities. Their primary channel for learning is hearing. The better children can hear, the more they can learn. For maximum learning to occur the teacher's voice must be highly intelligible to every child. Younger children's lack of experience and knowledge with speech and language makes them very dependent on the soft, subtle consonant sounds that make up the key elements of word recognition (Bebb, n.d.).

According to Klaus (2018), as cited in Howard Gardner's Theory of Multiple Intelligences, students learn in a variety of ways including listening. Some students are better auditory learners than others and may manifest more academic improvement when audio aids are used in the classroom. With students learning at different paces and through different methods, using audio aids in teaching is one way of achieving engagement and retention. Rather than relying solely on speech for direct instruction, teachers can also include listening activities focused around music, sounds, and interactive listening assignments.

The study of Keskin (2011), "Using Songs as Audio Materials in Teaching Turkish as a Foreign language", also concluded that in order for the students to learn the target language, the use of technology

needs to be exploited in classroom as much as possible. Utilizing technology for language teaching is of great importance.

Visual materials. Today's students are surrounded by visual media in their everyday lives. With their heavy use of the Internet, they are accustomed to accessing information in both textual and visual forms. The use of images in the classroom is a pedagogical strategy aimed at engaging students who have grown up in a media-rich environment. Digital technology has made images more readily available and easier to incorporate into teaching and learning materials (Hall, 2013). Agbadzi (2009) cited from Fianu (1999), observes visual materials are implements which a teacher can use to make visual impression on the learners for effective comprehension of the content.

According to Evans (2012), various visual resources enhance writing skills. These include story boarding, mind maps and graphic posters. She avers that visual resources help students understand and process information. These can provide structure for writing and help students to focus their thoughts and ideas. On the same note, Cassady (2014) advances the fact that visual materials are effective in conveying ideas and content more easily than verbal descriptions. They enhance learning in the classroom.

Audio-visual materials. Mckean and Roberts (as cited in Meriem, 2015) defined audio visual aids as supplementary devices by which the teacher, through the utilization of more than one sensory channel, is able to clarify, establish, and correlate concepts, interpretations and appreciations.

Audio-visual aids are important tools for teaching learning process. They help the teacher present the lesson effectively and students learn and retain concepts better and for longer duration. Use of audio visual aids improves students' critical and analytical thinking. It helps to clarify abstract concepts through visual presentation.

Ngozi, B.O., Samuel, A.O., and Isaac, O.A., (2012) unanimously agree that audio-visual materials are very important and useful in education. The normal learner, in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impressions recorded through the external senses. Eze (2013) also states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His

ability to arrive at abstract concept through perceptual experience is, however, a phenomenon not clearly explained.

A study was also conducted regarding the role of audio-visual materials in enhancing EFL students' speaking skill (Meriem, 2015). The investigation was conducted in the department of English at Biskra University. It aimed at confirming or rejecting the hypothesis that if teachers used audio-visual aids in their classes, they would be able to develop their students' speaking ability. Her findings show that using audio-visual aid is very important in teaching English because it helps to improve the students' speaking skill.

A study about the effectiveness of audio-visual aids in language teaching was also conducted by Al Mamun (2014), utilizing both observation method and interview method with open ended questions. Five classes were observed in different English courses at one of the leading language institutes in the country. All the findings indicated that audio-visual aids facilitated language learning. Both the teachers and learners benefited from the use of different audio-visual materials in language classrooms. Audio-visuals made the language teaching and learning effective, making the class interactive and interesting, motivating the learners, facilitating language skills.

Quality teaching. The question of what quality education is never has had a clear, unambiguous answer. A pragmatic consensus seems to have been reached that quality means “fitness for purpose” as well as “fitness of purpose” (Witteck&Kvernebekk, 2011). Nevertheless, the notion of quality is widely used in all educational contexts and increasingly so in the field of higher education. Most often the term is used in combinations such as quality systems, which is used to refer to systems encompassing different functions, aspects and levels of quality in an educational organization as a whole. Some studies of quality in education focus on the notion adoption of institutional evaluation (e.g., Hansen, 2009), while others on the concept of comparability (Kantelinen&Airola, 2009), and still others on marked emphasis on learning (e.g., Mikkonen, Heikkilä, Ruohoniemi, & Lindblom-Ylänne, 2009).

According to the United Nations Development Programme (2015), since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in

developing regions reached 91 percent in 2015, and the worldwide number of out of school children has dropped by almost half. There has also been a dramatic increase in literacy rates, and more girls are in school than ever before. These are all remarkable successes.

Content. Mastery of subject matter is the foundation upon teaching efficiency is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the teacher and anchor firmly on a foundation of content mastery. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with the topics leading to new understandings and skills for improved learning (Ganal and Guiab, 2014). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning.

Presentation. Presentation deals with how well teachers are prepared to teach and how well they deliver the material. According to Man (2011), Reiser & Dick, 1996 indicated that effective instruction is that which enables students to acquire specified skills, knowledge, and attitudes. In order to ensure an effective teaching learning process, it is important for the teacher to be thoroughly acquainted with the available teaching resources and services.

Instructional materials help the teacher in presenting the subject matter effectively before the students. This is because the teacher will study the subject and prepare a lesson note before coming to the class. It help the teacher flow very well before the students. Oladejo, M.A., Olosunde, G.R., Ojebisi, A.O., & Isola, O.M., (2011), stated that instructional materials also help improve the intellectual power of the teacher. As the teacher studies the instructional materials, it will help to build the intellectual power and help the teacher to impact the knowledge to students.

Appropriateness. As classroom teachers, it is essential that we become conversant with the type of instructional materials, which

can be used in any teaching/learning situations. A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. The teacher using the instructional materials should ensure the appropriateness of the materials for his intended learners. The materials should be suitable for their age, experience and intelligence. The legal, safety and ethical aspects of the materials to be used should equally be considered. The materials should not portray any anti-social attitude. They should also be free from any bias, distortion or prejudice.

Learning. Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010). The change in the learner may happen at the level of knowledge, attitude or behaviour. As a result, learners come to see concepts, ideas, and/or world differently. Urevbu (2010) views that learning is a process by which learners acquire and retain attitudes, knowledge, understanding, skills and capabilities.

Instructional materials help students to improve their learning procedure. By means of these, skills are developed. They help students expand their range of experiences and achieve their goals (Ewudo, 2009). Instructional materials also stimulate students desire to learn. They equally assist the students learning process by making assimilation and memorization of materials easy and attention span and retention longer (Urom 2010).

Online instructional materials. Instructional materials are the primary sources of teachers. In the Philippine educational system, instructional materials are essential supplements to the limited amount of books available to the teacher. The availability of excellent instructional materials is critical for elementary school teachers. The closer instructional materials adhere to the goals of state and national standards, the more likely the teacher is to succeed in achieving those goals.

Instructional materials are primary sources of classroom learning. They are also essential instruments for the professional development of teachers. They play a profound role in the education of teachers. Thus, to achieve the learning goals of the *Standards* or *Benchmarks*, students

and teachers must be provided with instructional materials that promote these standards. Moreover, teachers are more likely to provide the requisite classroom experiences if professional development programs provided by school systems are grounded in standards-based instructional materials. For these reasons, the selection of instructional materials that reflect the learning goals of the standards is a central issue.

Audio materials. Audio media make unique contributions to the teaching-learning process: self-study for non-readers, realistic foreign language practice, stories to stimulate the imagination, and music for physical activity, to name a few. Cassettes, records, and CDs are abundantly available and are easy to use. To use audio media effectively requires an understanding of the hearing-listening processes and thoughtful selection of materials based on instructional objectives.

Instructional materials support teachers and students as well in the teaching learning process. They support learning content, allow students to engage in the application of concepts and provide an opportunity for evaluation. They are developed to help the teachers facilitate learner's prior knowledge, assist them to process and understand the new learning, and eventually aid them apply newly acquired knowledge to their practical lives (Basilan, 2018).

Visual materials. Learning is a visual process. This is in fact true as most teachers know that learning is in fact 70 percent a visual experience. This is why visual aids are essential to learning. Visual aids help the learners "see" what they are conceptualizing.

With the coming of the digital age, visual seemingly heighten the quality of learning. By using these visual aids, learning may easily take place and improve a student's way of thinking in real-life situations. Students who are exposed to media are likely to perform better academically. This may be due to the fact that viewing materials aid in formulating competitive learning goals (Furigay, 2016). It help learners really grasp a concept by visually representing the different theories, topics and areas of learning that are taught. Using visual facilitation and pre-drawn flip charts not only helps draw in learners, so to speak, but makes it easier for them to remember the concepts they've just learned. The simple pictures and the words about the

topic offer an easy way for people to link the concept to the picture. Visual learning often rates higher than audio or kinesthetic learning for many people (Duque, 2017).

Audio-visual materials. Educational institutions in the country are implementing ideas to answer the demands of times in partaking critical and perceptive ideas for students to motivate and effectively learn their studies. Teachers use strategies which are not only theoretical but also practical. This is accomplished by providing multimedia-aided instruction and materials suited to the different types of learners. As stated by Dela Pena (2012), with media education, teachers and students both achieve critical, analytical and creative skills that enable them to think independently and to become well-informed and active citizens. In our world of multi-tasking, commercialism, globalization and interactivity, media education means having the right answers and asking the right questions resulting in the empowerment of the learner. Because media education is complex and often contradictory or controversial, the educator's role is not just to impart knowledge but also to facilitate the process of inquiry and dialogue. This role given to a teacher as facilitator and co-learner in a student-centered learning process is not only a model for education but also a new pedagogy.

Quality teaching. One of the most notable milestones in the Philippine education is that the government actively seeks to expand access and participation in higher education and, even more importantly, to improve the quality of education.

Primarily, educational reforms aimed for all students to succeed (Bada, 2015). In the light of these reforms, the students must be the focus of teaching (Gilis, et al. 2008). The K to 12 Basic Education Curriculum was launched in 2012 (D. O. No. 31, 2012). This major change has consistently pursued teacher quality reforms. The Philippine Professional Standards for Teachers (PPST) formerly the National Competency-Based Teacher Standards (NCBTS) (D. O. No. 32, 2009) was established as a framework of teacher quality (D. O. No. 42, 2017).

Content. The implementation of professional standards for teachers is one way of producing quality teachers for the country. The standards establish the teachers increasing levels of knowledge,

practice and professional engagement. At the same time, the standards allow for teachers' growing understanding and increasing sophistication across a broader and more complex range of teaching/learning situations (Garcia, 2018).

The PPST recognizes the importance of mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning. They apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. They display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes (DepEd Order No. 42, s. 2017).

Presentation. Teaching with relevant instructional materials is an exceptional. Going into any class without these materials is a problem. In the teaching of computer science, instructional materials perform such functions as an addition to the series of experiences available to learners, an add-on to the teacher's oral explanations, thereby making learning a significant experience and providing the teacher with interest in an extensive variety of learning activities (Bawa, 2016). The use of instructional materials greatly helps the students in remembering important information. When properly used, they help gain and hold the attention of students.

Appropriateness. A teacher's job does not end in managing the classroom, planning and evaluating, the instructional materials also has a big part in teaching learning process. Student's enthusiasm, involvement and willingness to learning process greatly relies on the material that the teacher used in the classroom. Instructional materials must serve as a vehicle for improving the quality of learning for every student. Corpuz and Lucido (2008), cited guide questions that express the standards to consider in the selection of instructional materials. These are the following: Instructional materials give a true picture of the idea/ subject presented. Instructional materials contribute meaningful content to the topic. The instructional materials help the teacher achieve the instructional objectives. The instructional materials are appropriate for the age, intelligence, and experience

of the learners. The physical condition of the instructional material is satisfactory. Instructional materials help to make students better thinker and develop their critical faculties. The instructional materials worth the time to expense and effort involved.

Learning. The need to produce competent graduates with the skills and attributes to deal with the ever-changing work environment in the 21st century is a herculean task (Magulod, 2017). Relatively, the image of a good teacher is associated with the ability to facilitate learning instead of merely lecturing (Gonzales & Torres, 2015).

According to Kwarteng (2014), the use of instructional resources makes teaching and learning less arduous. It enhances learners' ability to grasp what is taught with ease. As stated by Dela Pena (2012), with media education, teachers and students both achieve critical, analytical and creative skills that enable them to think independently and to become well-informed and active citizens of this nation. In our world of multi-tasking, commercialism, globalization and interactivity, media education means having the right answer and asking the right question which results in an empowerment of a learner and a citizen.

METHODOLOGY

Research Design

This study employs a descriptive-correlational research design. This design is considered appropriate for this study, which was intended to find out the extent of othe use of online instructional materials and the level of quality teaching among public elementary school teachers in the Division of Capiz.

Research Participants and Sampling Procedure

The respondents of the study were the 223 out of 504 public elementary school intermediate teachers and 1,905 out of 7,996 public elementary school intermediate pupils from the four districts (Panay,

Panitan, Ivisan and Sopian) in the Division of Capiz for the school year 2019 – 2020.

The study used a random sampling in the identification and selection of the public elementary school teachers and pupils in the Division of Capiz.

However, the researcher used the +5 percent margin of error for teachers and +2 percent margin of error for pupils to determine the appropriate representative sample size of the population (Pagoso, et. al, 1980).

In order to determine the number of respondents of this study, the researcher used the Sloven's formula to determine the appropriate sample size for the respondents. The same procedure was used for other teachers and pupils of their respective schools.

Proportional allocation formula was also used to determine the sample size for the respondents in each school of the four districts of the Division of Capiz.

Research Instrument Used

The instrument used was a researcher-made questionnaire consisting of three parts. Part I gathered information on the type of the respondents in terms of teacher and pupil. Part II solicited information on the first dependent variable, the extent of online instructional materials usage in terms of audio materials, visual materials and audio-visual materials. The ten (10) items/statements in each component were answered and rated by the respondents. Part III focused on the second dependent variable, the level of quality teaching in terms of content, presentation, appropriateness and learning'. The ten (10) items/statements in each component were answered and rated by the respondents.

Score	Scale	Description	Meaning
5	4.21- 5.00	To a highest extent	The statement is manifested in an excellent manner. It highly facilitates instructional learning far above the expected standards.
4	3.41- 4.20	To a greater extent	The statement is manifested to a certain extent. It facilitates in a considerable level of instructional learning according to the expected standards.
3	2.61- 3.40	To a certain extent	The statement is manifested in a fair manner. It simply facilitates instructional learning according to the expected standards.
2	1.81- 2.60	To a least extent	The statement is manifested in a poor manner. It rarely facilitates instructional learning according to the expected standards.
1	1.00-1.80	Not at all	The statement is not manifested and neither it facilitates instructional learning according to the expected standards.

To test the reliability of the questionnaire, the instrument was pretested to 30 public elementary school teachers and pupils of Pres. Manuel A. Roxas Memorial Integrated School - South who were not included as respondents in actual survey testing. The scores were obtained from the pilot testing. The Cronbach's Alpha was computed to determine the reliability coefficient of the questionnaire which has no right or wrong answer. The reliability coefficient result of the pre-test was 0.954. According to Stephanie (2014), reliability coefficient at 0.80 or more but not more than 1.0 is necessary for the whole questionnaire to be reliable.

Data Gathering Procedure

After the validation of the questionnaire for reliability, the researcher obtained authorization from the members of the thesis committee. Subsequently, the researcher requested permission from the Office of the Schools Division Superintendent, Division of Capiz through the Public Schools District Supervisors of each cluster to administer all the questionnaire to the public elementary school teachers and pupils in the Division of Capiz. The researcher distributed the questionnaire to the teachers and explained the directions for clarity on how to answer the questionnaire. The researcher requested some people to assist and help her facilitate the distribution of questionnaires. Sufficient time was given to the respondents to answer the questionnaires. The researcher retrieved the questionnaires after two weeks.

Data Analysis and Interpretation Procedure

To analyse the data, the researcher used frequency, mean, and percentage. For inferential statistics, t-test, and Pearson r were used to answer the specific questions.

For problem statements 1 and 2 (on the extent of online instructional materials usage in terms of audio materials, visual materials, and audio-visual materials, and the level of quality teaching in terms of content, presentation, appropriateness and learning among public elementary school teachers in the Division of Capiz), the mean was used to answer the problem. The mean was obtained by adding all the values and dividing the sum by the total number of cases. It was useful in analysing interval and ratio data.

For problem statements 3 and 4 (on the significant differences in the extent of online instructional materials usage in terms of audio materials, visual materials, and audio-visual materials and the level of quality teaching in terms of content, presentation, appropriateness and learning among public elementary school teachers), the t-test was used.

Finally, for problem statement 5 (on the significant relationship

between the extent of online instructional materials usage and the level of quality teaching of public elementary school teachers in the Division of Capiz), the Pearson product-moment correlation coefficient, referred to as Pearson r , was used. This is a measure of the linear correlation between two variables X and Y , giving a value between $+1$ and -1 inclusive. It is widely used in the sciences as a measure of the strength of linear dependence between two variables (Reganit, 2004).

FINDINGS OF THE STUDY

The extent of online instructional materials usage and level of quality teaching among public elementary school teachers was at the highest extent.

There was a significant difference in the extent of online instructional materials usage among public elementary school teachers as perceived by the teacher and pupil respondents.

There was a significant difference in the level of quality teaching among public elementary school teachers as perceived by the teacher and pupil respondents.

There was a significant relationship between online instructional materials usage and quality teaching among public elementary school teachers.

CONCLUSIONS

The following conclusions are drawn based on the findings:

1. The use of online instructional materials by public elementary school teachers exceeds the expected standards.
2. The quality teaching of public elementary school teachers exceeds the expected standards.
3. The perception of teacher and pupil respondents on the extent of online instructional materials usage among public elementary schools varies.

4. The perception of teacher and pupil respondents on the level of quality teaching among public elementary schools varies.
5. Online instructional materials usage and quality teaching were significantly related to each other. When online instructional materials usage is high, quality teaching is also high.

RECOMMENDATIONS

The following are hereby recommended to teachers based on the conclusions made:

1. Since online instructional materials usage of teachers in the Division of Capiz was perceived as at the highest extent, therefore it is recommended that they should sustain these through utilizing it with different techniques in teaching, integrating in the different subjects, and being part of day-to-day activities.
2. It is recommended that teachers must continuously devote to their work by keeping the standard in realization of DepEd curriculum as to instruction by being consistent in achieving instructional competence.
3. The finding shows pupils have lower perception of online instructional materials usage than their teachers, hence, it is recommended that teachers should maximize their use of online instructional materials for effective teaching and learning process. They should also find ways on how to improve it to develop their pupils' learning.
4. Since pupils have lower perception of quality teaching than their teachers, teachers should identify strengths and weaknesses and learn to improve them. They should find and adopt best practices of other teachers to elevate the pupils' perception on quality teaching. Division office is encouraged to initiate professional development programs for teachers to further develop or enrich their instructional competence and skills.
5. Since there is a correlation between the online instructional

materials usage and level of quality teaching, it is recommended that teachers should continuously use instructional materials as an aid of instruction specifically in teaching-learning process. It is beneficial and helpful in making an effective classroom interaction to promote quality teaching.

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CORRELATES OF SCHOOL-BASED CONFLICTS IN THE DISTRICT OF PILAR: A QUALITATIVE STUDY

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ABSTRACT

The study tried to determine the correlates of school-based conflicts in the District of Pilar that could yield implications for the development of the school-based conflict management activities. The researcher used a qualitative research approach. Focus Group Discussion (FGD) was used to gather data with selected teachers, students and parents in the District of Pilar as participants. Gathered data were analyzed using content analysis method of Lou (2019). Conflicts at the school were ascribed as differences of opinion and negative situations.

School conflicts were generally present in between and among teachers, between teachers and students, in between and among students, and between parents and teachers. The study revealed that conflict between and among teachers were caused by factors like failure to understand, unclear conversations, and actions. Lack of discipline, failure of parents, and favoritism caused conflict between teachers and students. Misunderstanding, trouble, and bullying were the factors in between and among students. Conflict arose between parents and teachers due to factors such as misunderstanding, miscommunication, and mental tension.

Conflict was present within the school environment and the study determined its effects to teachers, students, and parents. Deterrent of progress, working relations, and communication gap were the effects to teachers. The effects were poor development, prejudice, and trouble and chaos to students. The study further disclosed that mental tension and uncooperativeness were the effects to parents.

Engaging members of the school to open communication such as attendance and participation to symposium and in – service

training (for teachers), team building activities, regular meetings, and organization of the parents' and teachers' day celebration could hold a positive impact to address school-based conflicts.

Keywords: school-based, conflicts, correlates

INTRODUCTION

Background and Rationale of the Study

Conflict is an inevitable phenomenon in this universe. This implies that conflict is natural to human nature. However, conflicts usually occur from the pursuit of divergent interests, goals and aspirations by individuals or groups in a defined social or physical environment such as school. Our contemporary schools today is experiencing varied dimensions of conflicts cutting across culture, personality, values, beliefs, attitudes, needs, preferences, goals, interests and power.

In Sweden, school-based conflicts may be viewed in terms of differences of opinion (inability to reach consensus, disagreements, having different ideas etc.) and are negative situations (forming groups with like-minded people, unconformity, harming others, breakdowns in communication, ideological clashes and prejudices etc.). School conflicts are caused by lack of communication (indifference, disrespect, personal judgments, persistency, misunderstandings) and personal (unnecessary complaint, high expectations, personal ambitions, prejudices, cultural-economic differences etc.), political/ideological (disrespect for different ideas, intolerance, insistence on personal judgments) and organizational factors (not following the rules, neglect of duty, negative impact of the social environment, curriculum, failure in education, unjust practices at task distribution). School conflicts have both positive and negative outcomes in terms of psychological, social and organizational aspects. Psychological negative outcomes include anger, lack of communication, harming the self and others, uneasiness, unwillingness, insecurity, feelings of insignificance, sadness, resentment, frustration and stress; social

negative outcomes include animosity and hostility, intolerance, violence, forming groups with like-minded people, enmity, polarization and organizational negative outcomes include a tense environment, weakened cooperation, breakdowns in communication, ideologically formed groups with like-minded people, decreases in productivity, performance, motivation and achievement, an undisciplined environment, quitting the profession and decreased quality of education. Personal positive outcomes of conflicts include learning accurate behaviors, realizing mistakes and different ideas, developing new ideas and methods, arriving at the truth, relaxation and compromise; social positive outcomes of conflicts include enhanced communication, getting to know each other better, respecting others, compromise and organizational positive outcomes of conflicts include realizing problems and finding solutions, developing different and new solutions, increasing competitive performance, creating a democratic environment and enriching the organization, this is according to Hakvoort, et al. (2018).

The researcher is an elementary teacher for many years and have observed several forms of school conflicts between principal, teachers, students and parents. These conflicts come in many situations such as wanting to attain positions, get provoked by fellow teachers, students and parents argue on school issues, teachers trying to outperform each other, teachers blame others for their mistakes, stubborn, argumentative, complaining, non – assertive, and highly emotional parents, disagreement about the goals, roles, or intentions and many others by teachers and principals. These conflicts had affected school community and academic achievement in various ways and are the reasons of the failure of the schools in achieving it goals and objectives.

Hence, the current study was undertaken to determine the different forms of conflicts that happen in different schools in Pilar District and delineate different activities which may resolve conflicts.

Statement of the Problem

This study was conducted to determine the correlates of school-based conflicts in the District of Pilar that would yield implications for

the development of the school-based conflict management activities.

Specifically, it aimed to answer the following questions:

1. What are the factors associated with school-based conflicts in terms of: teacher-teacher's conflicts, teacher-student's conflicts, student-student's conflicts, and parent-teacher's conflicts?
2. What are the effects of various school-based conflicts to teachers, students, and parents?
3. What school-based conflict management activities can be planned-out to address school-based conflicts?

Theoretical Framework

The study was anchored from the Conflict Transformation Theory by Gathung (2000) who posited that conflict is a “dynamic process” that influences relations. It arises due to differences in attitude and behaviour, leading to contradictions experienced as a result of incompatible goals. In exploring the perceived sources of conflict he argued that conflict emerges due to personal attitudes that result in behavior due to contradictions over incompatible goals. It is thus evident that when individuals or groups seem to experience that their goals, needs, and interests are not valued or addressed, the possibility of conflict is high, as contradictions or mismatches appears to form between what is experienced and expected (Gathung, 2000). This theory is appropriate for the study because the study highlights on the factors and effects of school-based conflict as correlates of school-based conflict management.

This position above seems to resonate with intrapersonal theories such as psychodynamic theory and attribution theory as cited by Lulofs & Cahn (2000). The psychodynamic theory posits that human beings experience conflict that exists in the mind due to intrapersonal states which influence their actions. Similarly, a form of ‘othering’ may emanate which result in attributing the outcome to someone else’s action. Conflict can be classified into four levels namely, intrapersonal,

interpersonal, intragroup, and intergroup (Speakman and Ryals, 2010; Lewicki, Saunders and Barry, 2011).

The different theories are considered appropriate for the present study since the study has the purpose of investigating on the conflicts experienced as a result of incompatible goals by principals, teachers, students and parents as school stakeholders as expounded by the theory on dynamic process. The study will also try to determine other forms such as ‘othering’ may emanate which result in attributing the outcome to someone else’s action in the school organization. This would result to stakeholders acting indifferent to the goals of the school. The will also consider how resources are distributed and shared which resulted to conflicts among interest groups of stakeholders which was described by Bradshaw (2008) as structural conflict. The study will also cover conflict that results due to “strong emotions, misperceptions or stereotypes, poor communication or miscommunication and repetitive negative behavior considered in theory as multi-facet conflicts.

Conceptual framework

The conceptual framework of the study was the Construction Conflict Management Model (CCM Model) adopted by the researcher as a conflict process and causation model developed to address the issue of conflicts within the school. This is an integrated model that looks at conflicts within the linking factors, such as conflicts between teachers, students and parents, of conflict and activities to be initiated to manage these conflicts. To illustrate, Figure 1 is shown below.

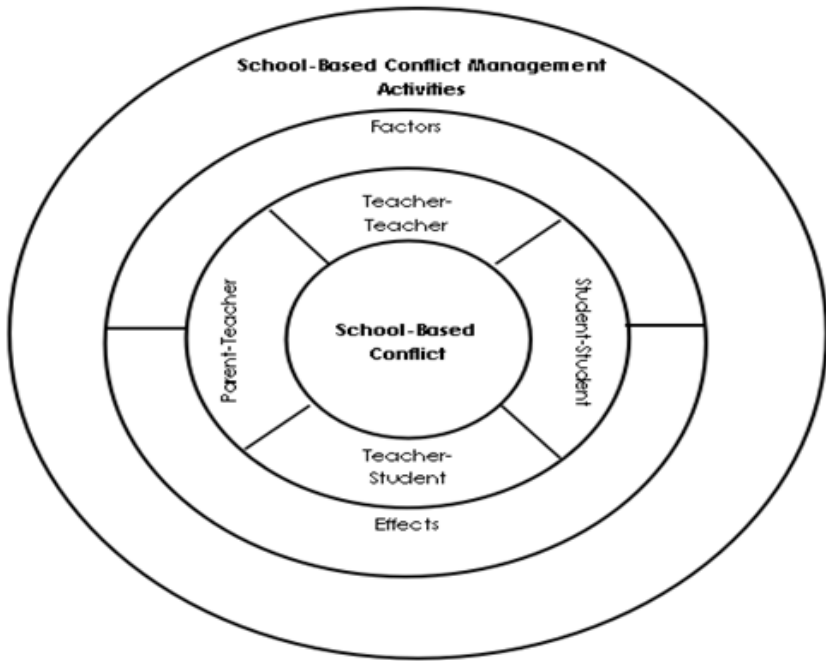


Figure 1. Research paradigm of the study.

The paradigm suggests that school-based conflicts can be teacher-teacher conflict, student-student, teacher-student, and parent-teachers. School-based conflicts are caused by several factors. The research perceives that by determining the factors could help understand their effects to school members which would lead to the development of effective school-based conflict management.

RELATED LITERATURE

The origin of conflict concept is equivalent to the history of humanity. The occurrence of conflicts in every environment in which human is present appears to us as normal. The subject of the conflict, especially starting from 1970's has been the center of attraction of organizational life particularly in the USA and the world. Even, one of the results that makes people sad and the other one that causes workforce losses and time loss of the organizations has led to countries

to establish organizations and has led the organizations to attend actively to training in order to minimize these problems (Dağlı & Sığrı, 2014).

Conflict is part of the daily life and it is inevitable. Conflict will continue as long as there are differences in values, beliefs, cultures of people and groups. In this regard, conflict can be defined as divergence naturally occurring in the life (Laursen, et al., 2010).

Conflict can be classified into four levels, namely intrapersonal, interpersonal, intragroup and intergroup (Speakman and Ryals, 2010; Lewicki, et al., 2011).

The books of Lauren et al., Spearman and Ryals and Lewicki, et al present the different definition and levels of conflict occurring in the life of every person.

Conflicts is a destructive phenomenon to be avoided according to traditional view, are positive forces and necessary for organizations today to continue their existences. Conflicts are not desired and generate failure simply because they are not managed well and therefore generate negative results. Therefore, the focus should be on how to manage the process instead of how to define it as a concept. In other words, how conflicts are resolved, which approach should be used and where it should be used to manage conflicts are crucial. Conflict management uses the following approaches: accommodating, compromise, collaborating, avoidance and confrontation (Robbins and Judge, 2012).

Judge discusses the existences of conflict and it will be managed accordingly. It I also discusses on how conflicts are crucial when this is not managed and handled well.

School-based conflicts according to Jennings and Greenberg are the cause and effect of relationship between teachers and students inside school premises and the outcomes of the said conflicts.

Conflict management strategies in place at the organizations have been relatively useful in minimizing the incidence of disruptive conflicts while conflict management strategies have positive impacts on productivity. Peterson (2009) confirms what Obasan found out, that managing conflict between and among teachers can improve not just their productivity inside the organization but their morale as well (Kehinde, 2011).

Teachers also may have experienced conflict with the other school shareholders concerning individual differences, the way of doing things, the attitude of the school management. However, the studies conducted regarding the conflict strategies teachers used are in limited availability (Güllüoğlu, 2013).

The Kehinde, Anwar, Ajjayi, Afolabi, Peterson, and Güllüoğlu articles focused on the conflict management, He discusses on how to handle and resolve conflict in a proper way. He explained also the conflict within the organization and the steps used to resolved and prevent conflict. They also discussed the conflict between superiors and personnel, teachers-students, and organization. They should strengthen their strategies on handling and resolving conflicts.

Conflict between and among teachers occurs any time in the academe. Teachers differ in ideas, and they see things in different ways. Some may have difficulty in dealing with others which leads to interpersonal conflict. Interpersonal conflicts are serious concerns in that they attack the person's emotions (Mendoza, 2011). It arises due to many factors such as incompatible goals, ideas, values, behaviors, differences in ways of working, or interpersonal dissonance or emotions.

School managers have least conflicts of relationship with higher authorities. This could be attributed to the fact that school manager should deal smoothly with higher authorities because they are their superiors. Good relationship with higher authorities heightens morale and self-confidence needed in successful accomplishments of goals. However, the school managers' greatest problem is along Work Requirements. As expected, school managers have varied roles and responsibilities and hence good time management is needed to lessen this problem (Icutan et. al, 2017).

Conflict is natural in an organization such as the academe. Indeed, teachers also experience conflicts in school. This study is premised on the belief that conflict adversely affects teachers' productivity, efficiency, and effectiveness. An effective management of conflict may, thus, result in enhanced teachers' productivity (Cadiz et. al. , 2016).

It could be said that good relationship with higher authorities heightens morale and self-confidence needed in successful

accomplishments of goals according to Icutan et al., However, Cadiz et al presented that the worst problems in the institution are the work requirements. The responsibilities of each and every in the workplace may occur conflict. They explained that the person who resolved the conflicts is the higher authorities in the institution.

METHODOLOGY

Research Design

This study was conducted through qualitative research methodology utilizing Focus Group Discussion (FGD). Qualitative research methodology is appropriate for this study because the researcher wanted to hear anecdotal accounts from the participants. The researcher also wanted to focus on the school environments under study because human behavior does not occur in an empty space.

Research Participants and Sampling Procedure

The participants of the study werethe fifteen (15)teachers, fifteen (15) students and fifteen (15) parents of the selected elementary schools in the District of Pilar of the Division of Capiz. The participating schools were chosen from seven elementary schools and one integrated school from Cluster 1; seven elementary schools and two primary schools in Cluster 2 and six elementary schools and two integrated schools in Cluster 3 in the District of Pilar. Five elementary school teachers, five students and five students were chosen from each cluster using purposive sampling technique.

The participants were selected through purposive sampling. Sometimes referred to as judgmental sampling or theoretical sampling, this is a type of non-probability sampling based on the judgment of the researcher regarding participants (Brink, 2000). For this study, the researcher selected fifteen participants from the teacher group, students group and parents group that were beset with conflicts and

had no known conflicts and appeared to be run well or effectively with school stakeholders. Focus group discussion was used as a qualitative approach to gain an in-depth understanding of social issues like this. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population (Nyumba, 2018).

Research Instrument Used

The study used the Focus Group Discussion (FGD) and used the open-ended questions in gathering the needed data. The open-ended questions was addressed to the participants to solicit responses on school-based conflict. Open-ended questions are questions that encourage people to talk about school-based conflict. They help to establish rapport, gather information on school-based conflicts, and increase understanding. Furthermore, the questions were subjected to the examination by academic members who are competent of qualitative studies and required corrections will be made.

Data Gathering Procedure

In this phenomenological study, the primary source for data collection was through the gathering of data from the Focus Croup Discussion (FGD).

Focus group discussion was scheduled on November 23, 2019 with six to ten participants.

Data Analysis and Interpretation Procedure

For the analysis of qualitative data, the researcher employed the content analysis method of Lou (2019).

Applying more of the qualitative method of Lou's content analysis, the transcribed verbatim of the FGD were read and subjected

to analysis by the researcher. It is to be noted that the verbatim was composed of different categories of responses in reference to the given problem statements of the research study.

From the categorized responses, they were then coded for distinction of concepts including irrelevant responses that were sought during the FGD. From there, themes were formulated.

And in making sense of the patterns of these themes – their recurrence was noted for analysis as to which ones are more significant and which ones are less significant.

FINDINGS OF THE STUDY

Participants viewed school-based conflicts as differences of opinion and negative circumstances. They emphasized the inability to find common ground, inability to form unity in ideas, disagreements, having different views, clash of ideas, forming groups with like-minded people, tension, unconformity, communication gap, ideological disputes and prejudices and can happen between teachers, administration, parents and community. Study further revealed that lack of respect and tolerance also appeared to be associated with school-based conflicts. It was evident from the results that behavior, family background, self-interest, values, rivalry in profession, miscommunication, misunderstanding, pride, frustration, stress, lack of communication management style, financial concerns and lack of project planning were being viewed as potential factors of school-based conflicts. Other aspects it cools bow kept in family that caused conflict were discipline, attitude, student grades, absenteeism, school projects, misunderstanding, lack of communication, stress, pupils' absenteeism and poor parental guidance.

In account of the effects of school-based conflicts, misunderstanding, poor work relationship and poor school performance, slow school improvement, frustration, and poor grades to pupils, stress, lack of cooperation and low employee motivation.

The results highlighted that school-based conflict activities included open communication, team building, regular meetings, and organization of the parents' and teachers' day.

CONCLUSIONS

Based from the findings of the study, the following conclusions are developed:

1. Conflicts at the school are differences of opinion (inability to find common ground, inability to form unity in ideas, disagreements, having different views, clash of ideas, unconformity, and communication gap) and are negative situations (forming groups with like-minded people, tension, breakdowns in communication, ideological clashes, prejudices, lack of respect and tolerance).
 - 1.a. Behavior, management style and financial concerns, family background upbringing poor parental guidance, self-interest and attitude, misbehavior and deviation to new ideas, rivalry in profession, miscommunication, frustration, misunderstanding, lack of communication and pride, egoistic, pride, and lack of planning are the factors that associate with teacher-teacher's conflict.
 - 1.b. Lack of respect, favoritism, good rapport, absences and projects are factors that connect to teacher-student's conflict.
 - 1.c. Lack of respect, favoritism, good rapport, absences, misbehave, quarreling, Ill-mannered, lack of materials are factors that connect to student-student's conflict.
 - 1.d. Misunderstanding, lack of communication, stress, self-centered, absenteeism, poor staff selection, disagreement, inattention, complaints, personal conflict, unfairness and impulsive are factors that connect to teacher-parent's conflict.
2. Factors that cause school are differences in behavior, family background, self-interest, values, rivalry in profession, miscommunication, misunderstanding, pride, frustration, stress, lack of communication management style, financial concerns, lack of project planning, discipline, attitude, student grades, absenteeism, school projects, misunderstanding, lack of communication, stress, pupils' absenteeism and poor parental guidance.

- 2a. Poor work relations, trouble, poor school performance, failure to establish cooperation during school activities, no stakeholder involvements and absenteeism among pupils, frustration, poor grades and communication gap are the effects of school-based conflicts on teachers.
- 2b. Trouble, chaos, slow progress of school, poor student performance, prejudice, inattention and less contact time are the school-based effects that connect to pupils.
- 2c. Communication gap, stress, lack of cooperation and low motivation are among the effects of school-based conflicts to the parents.
3. The proposed school-based activities involve open communication in school, team-building activities and regular meeting with all stakeholders.

RECOMMENDATIONS

Based on the conclusions of the study, the researcher proposed the following recommendations.

1. Forming of conflict management model on the context of the factors of school-based conflict from learnable behavior will be beneficial for the school. This would outline set of activities that overlay in the resolution of school-based conflicts.
 - 1.a. School may consider fair distribution of workloads and establish comprehensive guidelines for promotion and decision-making processes.
 - 1.b. School principals and teachers may set rules for the student's conduct and attitudes in school. This could be done by developing policies approved by Deped governing students' misbehavior in school. Approved rules may be communicated to parents through an assembly so that they may be aware of the existing school policies on pupil's discipline and attitudes.
 - 1.c. Teachers may consider conducting case studies to fully understand their pupils. this will help identify the areas

of learning that their students actually needed to enhance. In some sense, this will avoid prejudice to students and identify effective approaches to help them progress.

- 1.d. Regular consultation with parents may be initiated. This approach may establish good communication with parents and increase their parental involvement.
2. To avoid the negative effects caused by school-based conflicts among teachers, pupils and parents, conflict management education in school may be set with the voluntary participation of school shareholders. The content of the education includes stress management, anger control, crisis management, decision making strategies, communication competence and planning. Education methods to be used include teamwork based on experience, drama management, project preparing, seminar studies and social services. Acquisition of these behaviors provides conflict management policy and conflict management culture in school. The behaviors that have turned to policy and culture provide development and change of school climate, school safety, school culture, school health.
 - 2.a. Conflict management plan may be formulated by school involving every stakeholder. In this way, everyone will be aware of the effects to them and to the school in general. This will be made up of outlined activities of establishing a cooperative learning environment and solidify school development.
 - 2.b. Teachers may develop self-efficacy through attendance in various trainings. This will potentially create among teachers the concrete idea that students should be treated equally in the classroom and no pupils should be discriminated.
 - 2.c. Indulging parents in school activities and giving them a chance to be heard on issues concerning school matters could result to a good school-community relation. This could be made possible by establishing teacher-parents day. These allow parents and teachers to establish rapport and a venue to discuss matters relating to children's education and discipline.
3. The school shareholders who are affected by school-based

conflicts may carry out conflict management activities like school assembly on the first day of school to set the tone of relationships for the entire school year. This can also be done through symposium, in-service training seminar for teachers, team building and organization of the parents' teachers' day.,

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SUICIDE AWARENESS AND HELP-SEEKING BEHAVIOR AMONG STUDENTS OF CULASI NATIONAL HIGH SCHOOL

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ABSTRACT

The study was conducted to describe the level of suicide awareness in terms of concepts, manifestations, causes, and effects and the level of help-seeking behavior in terms of openness, willingness, and accessibility among high school students of Culasi National High School for the school year 2019 - 2020. The respondents were the two hundred thirty two (232) junior high school students chosen through simple random sampling. The study used the descriptive- correlational research design. The researcher-made survey questionnaire with two parts was used to gather the data. frequency count, mean, f-test, t-test, and Pearson-r were used to analyse the data.

Findings revealed that the respondents' level of suicide awareness as a whole and in terms of concepts, manifestations, cause, and effects was rated "highly aware".

The degree of help-seeking behavior among high school students as a whole and in terms of openness, willingness, and accessibility was rated "highly aware".

It was found out that there were no significant differences in the level of suicide awareness when respondents were grouped according to sex, age, grade level, and living arrangement.

Findings revealed that there were no significant differences in the degree of help-seeking behavior of the respondents when grouped according to sex, age, grade level, and living arrangement.

There was a significant relationship between respondents' level of suicide awareness and their degree of help-seeking behavior.

Keywords: suicide awareness, help-seeking, behavior

INTRODUCTION

Background and Rationale of the Study

Suicide thoughts occurred throughout the world, affecting individuals of all nations, cultures, religions, genders and classes. This is a serious problem the entire world is facing. Money, fame or power do not give anyone a shield from depression just like what happened to the famous celebrity Ellen DeGeneres. Ellen DeGeneres (2018) remarked the following:

I lost my show. I've been attacked like hell. I went from making a lot of money on a sitcom to making no money. When I walked out of the studio after five years of working so hard, knowing I had been treated disrespectfully for no other reason than I was gay, I just went into this deep depression and wish to end it all (Konow, 2018).

This is true to all people especially for the young adolescents. According to the World Health Organization (WHO, 2017), approximately 20% of youth under the age of 18 years have mental health concern. WHO estimates that suicide associated with depression is the second leading cause of death among people aged 15-29. In the United States, suicide is a major public health problem. It is the leading cause of death for adolescent and represents a major national health concern (American Foundation for Suicide Prevention, 2015).

In Asia, increasing suicides among Asian teens are often attributed to school and exam pressure as more and more students strive to enter the workforce. Youngsters commit suicide frequently as they were driven when family fight or they fail in exam, or they cannot fulfill their love life or sometimes they are unable to fulfill their financial needs and other anxieties (Yunus, 2014).

In the Philippines, the suicide rate among Filipinos has gone up in the last 21 years with the majority of cases involving young people aged 24 years old and below. Research shows that while Filipino youth use positive strategies to cope with problems such as seeking help and talking about problems, at the same time other youth use

negative strategies like substance abuse or ignoring the problem (Planco, 2015). In Western Visayas, from January to August 2019, the Police Regional Office (PRO-6) already recorded 128 suicide cases with Iloilo Province on top of the list with 43 incidents. Capiz has 26, Negros Occidental with 23, Bacolod City and Guimaras Province with 9 each, Antique and Iloilo City with 7 each and Aklan with 4 (Rendon, 2019). The phenomenon of suicide among the youth is experienced firsthand by the researcher when a former student belonging to the researcher's advisory class also committed suicide last July 24, 2019 by hanging herself inside the bathroom. These firsthand experience of being a teacher for more than ten years gave the researcher the realization that schools play a vital role in supporting students' mental health and building their resilience. Sadly, teachers are more focused in achieving the students' intellectual and physical well being giving less priority on their mental health. Since symptoms of suicide are prevalent in the researcher's school and the researcher personally experienced counseling a mentally disturbed student, the researcher realized that there is a need to conduct a study on assessing the level of suicide awareness and the help-seeking behavior of the students in order to come up with a school-based management program that will help the school and the students as well.

Statement of the Problem

This study aimed to conduct an assessment into the level of suicide awareness and help-seeking behaviors of high school students of Culasi National High School for the school year 2019 -2020.

Specifically, this study sought to answer the following questions:

1. What is the level of suicide awareness as a whole and in terms of concepts, manifestations, causes, and effects of the respondents?
2. What is their degree of help-seeking behavior as a whole and in terms of openness, willingness, and accessibility of the respondents?

3. Is there a significant difference in the level of suicide awareness of the respondents when they are grouped according to sex, age, grade level, and living arrangement?
4. Is there a significant difference in the degree of help-seeking behavior of the respondents when they are grouped according to sex, age, year level, and living arrangement?
5. Is there a significant relationship between the respondents' level of suicide awareness and their degree of help-seeking behavior?
6. What school-based management program on suicide awareness and help-seeking behavior can be designed based on the results of the study?

Hypotheses

The following hypotheses were tested:

1. There is no significant difference in the level of suicide awareness of the respondents when they are grouped according to sex, age, grade level, and living arrangement.
2. There is no significant difference in the level of suicide awareness of the respondents when they are grouped according to sex, age, grade level, and living arrangement.
3. There is no significant relationship between the respondents' level of suicide awareness and their degree of help-seeking behavior.

Theoretical Framework

The context of theories on suicide awareness and help-seeking behavior was anchored on Bronfenbrenner's Bioecological Theory of Human Development using the Process-Person-Context-Time (PPCT) model (Bronfenbrenner and Morris, 2006). The major theme of Bronfenbrenner's PPCT model focuses on the bioecology or the recognition of the structural and functional levels of people, which

includes biological, cognitive, emotional and behavioral aspects. The first element in the model, proximal processes, is said to be a driving force of human development and occupies a central position in the theory. It is viewed as the most powerful predictor of human development and Bronfenbrenner wanted to show how individual characteristics, together with aspects of the environment, influence proximal processes (Rosa and Tudge 2013). Five aspects must be present for the establishment of proximal processes, namely: (1) the person must be engaged in an activity; (2) the activity should occur over an extended period of time and with regular frequency; (3) the activity should become progressively more complex; (4) the relations by which proximal processes are established must be reciprocal; and (5) the objects and symbols that make up the immediate physical environment where the proximal processes are established should stimulate attention, exploration, manipulation, and imagination. Beyond these aspects, the power of proximal processes tends to increase among people who manage to maintain a strong emotional relationship with their significant persons.

The principle of the theory is that concepts and awareness of a developing person over a certain thing can be greatly affected and shaped not only by individual factors but to a great extent by the social, economical and physical environments in which they live throughout their lives (WHO and Calouste Gulbenkian Foundation 2014). Moreover, building trust and confidence between the adolescences and the people around them will more likely to increases the process of suicide awareness and most especially the desire for help-seeking.

The implication of the theories cited above recognizes the importance of identifying factors at different biological and ecological levels of the students that are positively and/or negatively associated with their cognitive, emotional and behavioural development. The school should identify the students' social, economic and cultural environments and how it affects the students' awareness on suicide and help-seeking behavior in order to design and propose a school-based management program or interventions that will promote higher level of awareness on suicide and help-seeking.

Conceptual Framework

The schematic diagram in figure 1 shows the possible relationship between the variables covered in the study. The diagram shows the independent variable which is the socio demographic profile of the respondents, the dependent variables which are the level of suicide awareness in terms of concepts, manifestation, causes, and effects and the degree of help-seeking behavior in terms of openness, willingness, and accessibility, and based on the result of the study a school-based management program for suicide awareness and help-seeking behavior will be the output of the study.

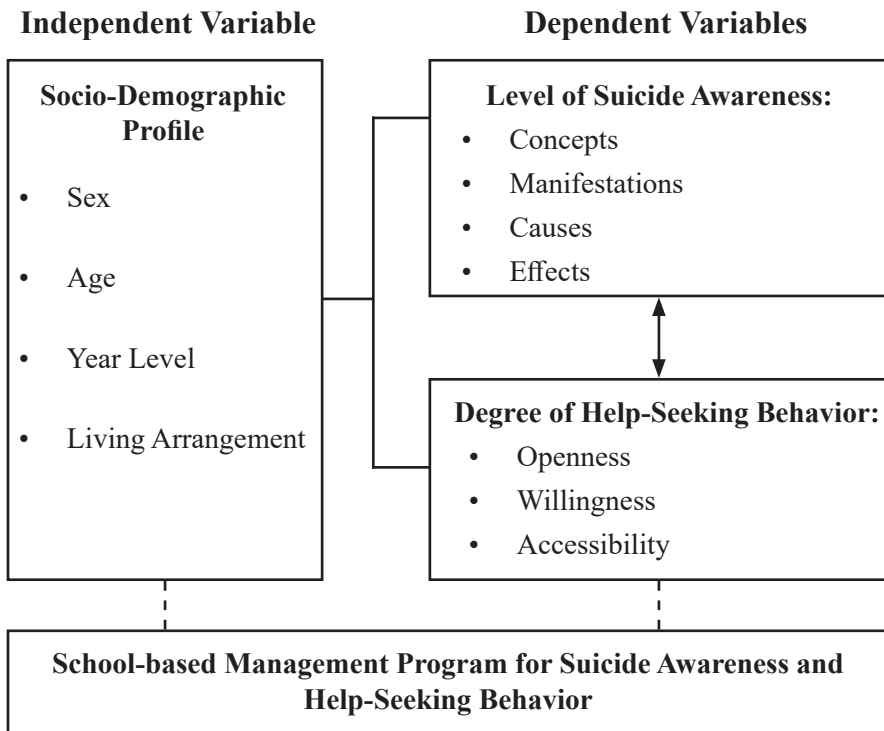


Figure I. Schematic diagram showing the conceptual framework of the study.

RELATED LITERATURE

Suicide is a leading cause of death for adolescents, with eleven youth completing suicide in the United States every day (Drapeau and McIntosh, 2015). Suicide has claimed more adolescent lives over the past decade than cancer, heart disease, HIV/AIDS, congenital birth defects, diabetes, and other medical conditions combined (Miller, Eckert, & Mazza, 2009). It is a national health problem that merits attention, particularly from those in the field of education as school is the place where youth spend the majority of their waking hours (Erbacher et al., 2015; Lam 2014). Suicide is tragic and traumatizing but prevention, intervention, and post intervention need to be consistently discussed in homes, school, and communities. Countrywide and statewide, suicide education needs to be at the fore front (Martin, 2019). For this reason the researcher believes that teachers play a vital role in assessing and ensuring the mental health situation of the students. Schools should provide a strong support system for the students at risk of suicide.

The article of Modan (2019) is related to the researcher's study particularly on the causes of suicide because it showed that suicidal ideation is due to youth's increasing exposure to online media giving them access to news about suicide attempters and others who is with suicidal ideation and engaging in self-injurious behaviors. The pronounced increase in youth suicide attempts following could be driven by "society-shifting changes," including the advent of social media and smart phones and an increased frequency and changed manner of interaction between young people.

Popular media are likely to increase suicide rates. A study published in JAMA Internal Medicine found that, since the 2017 release of Netflix's series "13 Reasons Why," suicide queries increased online for about 19 percent. That's between 900,000 and 1,500,000 more suicide related searches in the 19 days that followed the series' release. While this can be dismaying news, the study found that the search terms like "suicide hotline" and "suicide prevention" were part of the increase.

A study of Copeland (2013) is also related to researcher's study in a way that both the latter and the present study identified

bullying as one of the major cause of suicide. Bully-victims are at highest risk and are most likely to think about or plan suicide. Therefore teachers and school personnel should come up with effective interventions that reduce bullying incidents and victimization in order to provide a safer environment for teenagers. In a study of Izadinia et al (2010), depression is said to be one of the major cause of suicide. The study believes that depression and thoughts of suicide positively and significantly correlates with each other. Depression affects the individual's daily performance and social relationships thus increase the emergence of suicidal thoughts and even attempting suicide. This is somewhat related to the present study wherein the respondents also identified depression as one of the major cause of teen suicide.

Mental health experts in the Philippines have voiced alarm about the number of young people committing suicide. It was reported that at least six individuals commit suicide every day in the predominantly Catholic country of more than 100 million people. From 2012 to 2016, there were 237 suicide cases among children aged between 10 and 14, according to Ericta. Of 2,413 suicide cases recorded in 2016, more than 2,000 were male and the rest female, according to the Department of Health. A very disturbing number of young people committing suicide are due to family issues, including separation of parents. Latest available data on the Philippines recorded by the WHO, reported over 2,000 cases of suicide from 2000 to 2012 with majority of individuals dying by suicide aging between 15 to 29 years old.

This makes the researcher's study timely for the reason that Philippines is being bombarded with different news of suicide incidents involving youth. An urgent need to give focus and raise awareness on suicide issues in really needed in this present time.

In the Philippines, a study showed that 3.3 million Filipinos suffer from depressive disorders, with suicide rates in 2.5 males and 1.7 females per 100,000, the usual methods of committing suicide includes shooting oneself, 40 percent; hanging, 30 percent; poisoning, 16.7 percent; and jumping from high places, 13.3 percent. In 73 percent of the reported cases, suicide was committed in their own homes (Tacio, 2018). Awareness of mental health issues is not widespread in the Philippines, and that conditions like depression is sometimes made fodder for jokes and insults and because of this the Philippines passed

the Mental Health Act, which is meant to help protect the rights and welfare of people with mental health conditions, shift focus of care to the community and improve access to services last June 2018.

The study of Tomacruz (2018) shows that the rise in the number of suicide cases and youth with mental health issues is brought about by a mix of social and biological factors. However, a common theme stands out: disconnectedness and deterioration of relationships brought about by social media and technology. Experts said young people today tend to be more disconnected despite the internet supposedly opening up the world to everyone. Social media do many things and prove too many things. Young people today tend to be much pressured, much stressed, live very complicated lives, and tend to be socially disconnected. The lack of connectedness can often lead to a breakdown in relationships, which are crucial in fostering good mental health.

Another study, “Prevalence of Suicide Ideation and Suicide Attempts among the Filipino Youth and Its Relationship with the Family Unit” by Quintos (2017) is related to the present study because the results says that the size and composition of the family as well as the characteristics of its members were found to have significant correlations with both suicide ideation and suicide acts. Respondents were asked about the identity of the person or persons who mainly raised them from birth to age 15. This was found to be a significant correlate of suicide ideation. This is in contrast with the researcher’s study in terms of the socio demographic profile where the researcher focuses not only on the family size and composition but on the living arrangement of the respondents with his/her family. On the other hand, the similarity of the two studies are in terms of results which showed that the importance of having both the father and the mother as primary agents in childrearing. Out of the various combinations tested, those who were raised by both a father and a mother had the least self-reported suicide risk. In other words, those who grew up being cared for by a father and a mother are less likely to think about suicide. Meanwhile, those who were cared for only by a mother or the father, be it alone or with another person, shows higher rates of suicide risk. The importance of the presence of both the father and the mother in the child’s life is further supported by the other results obtained: those father and mother are still alive are less likely to exhibit suicide

risk in terms of ideation and attempts (Quintos, 2017). It was also found that as the geographical distance of the father and the mother increases, the risk of suicide ideation and attempts also increases for the child. This is especially true for the mother, while the father's residence only has a significant association with suicide attempts.

Effective help seeking takes place when a learner knows when he needs help, what kind of help he needs, whom to ask for help, and how to ask for the help that he needs. Effective help seeking is viewed as an important strategy in enabling the student to continue learning (Soriano, et. al, 2014). The study identifies four specific competencies and motivational resources for effective and adaptive help seeking and these are; (a) cognitive competencies which means knowing who to ask for help, knowing that others can help, knowing how to ask a question that yields precisely what is needed); (b) social competencies , knowing who is the best person to approach for help, knowing how to carry out a request for help in a socially appropriate way; (c) personal motivational resources or knowing your personal goals, self-beliefs, and feelings associated with tolerance for task difficulty; willingness to express to others a need for help; and a sense of personal agency and lastly (d) contextual motivational resources or knowing classroom factors such as goals, grading systems, collaborative activities, student-teacher interaction, and teacher expectations for the child that facilitate help seeking (Soriano, et. al, 2014). This is the reason why the researcher sub categorized help-seeking into three terms and these are; willingness, openness and accessibility.

The study of Hechanova and colleagues (Hechanova, Tuliao, & Ang, 2011; Hechanova, Tuliao, Teh, Alianan, & Acosta, 2013) are related to the present study because it concluded that intent to seek online counseling among Filipino overseas migrant workers was low. In a survey of 359 Filipino college students in the Philippines, only 22% in their lifetime sought professional help for an academic or non-academic issue, and there was a significantly higher preference to seek help from friends , relatives, and family members than from professional counselors and psychotherapists (Bello, Pinson, & Tuliao, 2013; Bunagan, Tuliao, & Velasquez, 2011). The underutilization of mental health services, however, cannot be attributed to lower rates of distress and psychopathology. Among Filipinos, the prevalence of

mental disorder is 88 cases per 100,000, reaching up to 133 cases per 100,000 in some areas (Department of Health [DOH], 2005). Another estimate suggests a mental disorder lifetime prevalence rate of 32% among Filipinos living in the capital, Manila (Pabellon, 2012).

METHODOLOGY

Research Design

The descriptive- correlation design was used in this study. According to David (2002), the descriptive type of research design finds answers to the questions who, what, when, where, and how. Descriptive research design was used because it met the objectives of the study, namely to determine the: (1) level of suicide awareness of high school students of Culasi National High School in terms of concept, manifestation, causes, and effects (2) the degree of help-seeking behaviors of high school students of Culasi National High School in terms of openness, willingness, and accessibility. Furthermore, it is a descriptive-correlation design because according to McCombes (2019), the correlation type of research design measures a relationship between two variables without the researcher controlling either of them. Correlation design was used because it aimed to find out whether there was a significant difference in the level of suicide awareness of the respondents when they were grouped according to sex, age, grade level, and living arrangement as stated in problem statement number three. Was there a significant difference in the degree of help-seeking behavior of the respondents when they were grouped according to sex, age, grade level, and living arrangement as stated in problem statement number four, and was there a significant relationship between the respondents' level of suicide awareness and their degree of help-seeking behavior as stated in problem statement number five.

Research Participants and Sampling Procedure

The respondents of this study were the two hundred thirty – two (232) high school students of Culasi National High School from a total population of five hundred fifty – four (554).

The respondents were selected using the simple random sampling. The students name per grade level were written in a small piece of paper. Then, the pieces of paper were rolled and placed inside the bowl. The researcher picked the number of the pieces of paper to represent the respondents for that both grade levels the junior and senior high school students in this study . The 232 respondents were determined using the Slovin Formula.

To determine the sample size per grade level, proportional allocation formula was used.

Research Instrument Used

The research instrument used in gathering the needed data was a researcher – made questionnaire. The questionnaire had two parts. Part I was to gather information on the respondents socio demographic profile. Part II was divided into two (2) sections. The first section was to gather the level of suicide awareness of the respondents and was sub-categorized into four indicators; concepts, manifestation, causes, and effects and the second section was to gather the degree of help-seeking behaviors of the respondents and was also sub-categorized into three indicators; openness, willingness, and accessibility. For suicide awareness there were 40 statements, 10 statements for concepts, 10 for manifestations, 10 for causes, and 10 for effects. For the degree of help-seeking behavior on the other hand, there were 30 statements, 10 statements for openness, 10 for willingness, and another 10 for accessibility. All in all, the questionnaire had a total of number of 70 statements. Part II of the questionnaire was subjected to validity and reliability testing.

The statements in the questionnaire on the level of Suicide awareness and help-seeking behavior were scored as follows.

Score Interval	Verbal Description	Meaning of Verbal Interpretation
5	Very Highly Aware	My level of awareness for this statement is excellent. I need to sustain my awareness about this matter.
4	Highly Aware	My level of awareness for this statement is above average. I need to be more consistent in being aware about this matter.
3	Moderately Aware	My level of awareness for this statement is average. I still need to be motivated in maximizing opportunities to be aware about this matter.
2	Least Aware	My level of awareness for this statement is below average, and evidences are lacking to prove that I am aware about this matter. I need serious warning about this matter.
1	Not Aware at all	I am not aware about this statement. No single evidence can be found that I am aware of this. I need intervention about this matter.

The choices of the respondents were scored and summed up to get the total score and then this was divided by the number of respondents to get the mean.

Data Gathering Procedure

The questionnaire was subjected to face validation zeroing on its content. The validators were members of the advisory committee who were licensed guidance counselors; they were considered experts and familiar on Mental Health particularly on suicide awareness and help-seeking behaviors. On the basis of the judgment of the validators, the items in the original questionnaire were retained. To test the reliability of the questionnaire, it was pre – tested to thirty (30) junior high school students of Congressman Ramon A. Arnaldo High School (CRAAHS) at Banica, Roxas City who were chosen at random and did not participate in the actual study. The researcher secured a letter

addressed to the School Head of Congressman Ramon A. Arnaldo High School (CRAAHS) asking permission for the conduct of the pilot testing.

The result of the pre-test revealed a reliability coefficient of 0.906 which means that the instrument is reliable. After validating and reliability testing of the instrument, the researcher asked permission from the Office of the Schools Division Superintendent and the School Head of Culasi National High School to utilize their high school students as respondents of the study. After it was approved, the researcher reproduced the questionnaire according to the number of respondents of the study. The questionnaire was personally administered by the researcher to ensure 100 percent retrieval. The respondents were given ample time to answer the survey questionnaire.

The gathered data were sorted and reviewed. The researcher made sure that there were no unanswered items. The data gathered was computer processed using SPSS.

Data Analysis and Interpretation Procedure

Considering that the study used the descriptive research design, the following descriptive statistics of the SPSS were used for the analysis of data collected. The statistical tools used in the study were frequency counts, percentage, mean, F-test, t-test and Pearson-r.

METHODOLOGY

Research Design

The descriptive-correlation design was used in this study. According to David (2002), the descriptive type of research design finds answers to the questions who, what, when, where, and how. Descriptive research design was used because it met the objectives of the study, namely to determine the: (1) level of suicide awareness of high school students of Culasi National High School in terms of concept, manifestation, causes, and effects (2) the degree of

help-seeking behaviors of high school students of Culasi National High School in terms of openness, willingness, and accessibility. Furthermore, it is a descriptive-correlation design because according to McCombes (2019), the correlation type of research design measures a relationship between two variables without the researcher controlling either of them. Correlation design was used the because it aimed to find out whether there was a significant difference in the level of suicide awareness of the respondents when they were grouped according to sex, age, grade level, and living arrangement as stated in problem statement number three. Was there a significant difference in the degree of help-seeking behavior of the respondents when they were grouped according to sex, age, grade level, and living arrangement as stated in problem statement number four, and was there a significant relationship between the respondents' level of suicide awareness and their degree of help-seeking behavior as stated in problem statement number five.

Research Participants and Sampling Procedure

The respondents of this study were the two hundred thirty – two (232) high school students of Culasi National High School from a total population of five hundred fifty – four (554).

The respondents were selected by the use of simple random sampling. The students name per grade level was written in a small piece of paper. Then, the pieces of paper were rolled and placed inside the bowl. The researcher picked the number of pieces of paper to represent as respondents for that grade level. (See Appendix H) This was done in all grade levels both in junior and senior high school covered in this study . The 232 respondents were determined by the use of Slovin Formula.

Research Instrument Used

The research instrument used in gathering the needed data was a researcher – made questionnaire (See Appendix D) .The questionnaire

had two parts. Part I was to gather information on the respondents socio demographic profile. Part II was divided into two (2) sections. The first section was to gather the level of suicide awareness of the respondents and was sub-categorized into four indicators; concepts, manifestation, causes, and effects and the second section was to gather the degree of help-seeking behaviors of the respondents and was also sub-categorized into three indicators; openness, willingness, and accessibility. For suicide awareness there were 40 statements, 10 statements for concepts, 10 for manifestations, 10 for causes, and 10 for effects. For the degree of help-seeking behavior on the other hand, there were 30 statements, 10 statements for openness, 10 for willingness, and another 10 for accessibility. All in all, the questionnaire had a total of number of 70 statements. Part II of the questionnaire was subjected to validity and reliability testing.

The statements in the questionnaire on the level of Suicide awareness and help-seeking behavior were scored as follows

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2	Least Aware	My level of awareness for this statement is below average, and evidences are lacking to prove that I am aware about this matter. I need serious warning about this matter.
1	Not Aware at all	I am not aware about this statement. No single evidence can be found that I am aware of this. I need intervention about this matter.

The choices of the respondents were scored and summed up to get the total score and then this was divided by the number of respondents to get the mean.

Data Gathering Procedure

The questionnaire was subjected to face validation zeroing on its content. The validators were members of the advisory committee who were licensed guidance counselors; they were considered experts and familiar on Mental Health particularly on suicide awareness and help-seeking behaviors. On the basis of the judgment of the validators, the items in the original questionnaire were retained. To test the reliability of the questionnaire, it was pre – tested. It was administered to thirty (30) junior high school students of Congressman Ramon A. Arnaldo High School (CRAAHS) at Banica, Roxas City who were chosen at random and did not participate in the actual study. The researcher secured a letter addressed to the School Head of Congressman Ramon A. Arnaldo High School (CRAAHS) asking permission for the conduct of the pilot testing. Only 30 students were used in the reliability testing because according to Hill (1995), this number is adequate enough.

The result had a reliability coefficient of 0.906 which means that the instrument is reliable. After validating and reliability testing of the instrument. The researcher asked permission from the Office of the Schools Division Superintendent and the School Head of Culasi National High School to utilize their high school students as respondents of the study. After it was approved, the researcher reproduced the questionnaire according to the number of respondents of the study. The questionnaire was personally administered by the researcher to ensure 100 percent retrieval. The respondents were given ample time to answer the survey questionnaire.

The gathered data were sorted and reviewed. The researcher made sure that there were no unanswered items. The data gathered was computer processed using SPSS.

Data Analysis and Interpretation Procedure

Considering that the study used the descriptive research design, the following descriptive statistics of the SPSS were used for the analysis of data collected.

Frequency Count. To find out the number of respondents classified according to age, sex, grader level, and living arrangement were used to determine the number or ratio expressed as a fraction of the population.

The process of creating percentage frequency distribution involves first identifying the total number of observations within each data point or grouping of data points, by the total number of observations.

Mean. The mean score was used to determine the level of suicide awareness and help-seeking behaviour. The statistical procedure was used to answer the problem statement 1 and 2.

F – test. The F – test was used to determine the significant difference among the level of suicide awareness of the respondents when grouped according to age, year level, and family type. This statistical procedure was used to answer problem statement 3.

T – test. The t - test at 0.05 alpha was used to determine significant difference between the level of suicide awareness of the respondents when grouped according to sex. This statistical procedure was used to answer problem statement 3 and 4.

Pearson r. The Pearson product correlation coefficient was a helpful statistical formula that measures the strength between variables and relationships. This tool was used to determine the relationship between the level of suicide awareness in terms of concept, manifestation, causes, and effects and the degree of help-seeking behaviour of respondents in terms of openness, willingness, and accessibility. This statistical procedure was used to answer problem statement 5.

FINDINGS OF THE STUDY

The level of suicide awareness of high school students as a whole and in terms of concepts, manifestations, causes, and effects were found “highly aware”.

The level of help-seeking behavior of high school students as a whole and in terms of openness, willingness, and accessibility were found “highly aware”.

There was no significant difference in the level of suicide awareness among the respondents.

There was no significant difference in the degree of help-seeking behavior among the respondents.

Finally, the level of suicide awareness was significantly related to the degree of help-seeking behavior.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The suicide awareness level of the respondents is above average. They need to be consistently aware of it.

The degree of help-seeking behavior of the respondents is above average. They need to be consistently aware of it.

The selected profile of the respondents does not affect their level of suicide awareness.

The selected profile of the respondents does not affect the degree of their help-seeking behavior.

The level of suicide awareness and help-seeking behavior of the respondents are mutually dependent.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were proposed:

1. To further strengthen the suicide awareness of the respondents especially in terms of manifestations, teachers may provide enrichment activities inside the classroom that focus on the identification of different risk factors and suicide manifestations.

This may be done by integrating topics on suicide awareness in subject areas such as ESP and Health component in MAPEH.

2. To further encourage the students to willingly seek for help not only for themselves but most especially for others, school guidance counselors may help the students in identifying trusted and reliable personalities both within and outside the school whom they can ask for help.
3. A purposefully-designed suicide prevention and education activities, which includes awareness on concepts, warning signs, causes, and effects, should be developed as early as possible. Earlier exposure to the topic of suicide, ideally in seventh grade health curriculum should be done. Activities without special consideration for gender differences are very important and timely too.
4. Curricula and activities regarding help-seeking should be consistent and uniform for all students to ensure that all students receive and learn the same information on help-seeking and in terms of openness, willingness, and accessibility.
5. Students should be given education and awareness on suicide in order to improve their help-seeking behavior. A well planned school-based management program for suicide awareness and help-seeking behavior is very important in order to provide educational activities inside the school premises that encourage young people to become more aware of suicide and be more open and willing to seek help.

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SERVICES AND BENEFITS OF COOPERATIVES IN THE MUNICIPALITY OF DUMALAG, CAPIZ

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ABSTRACT

This study seeks to find out the extent of services in relation to the degree of benefits of cooperatives in Dumalag, Capiz during the calendar year 2019 – 2020.

The descriptive-correlational design was used in this study. The correlational design was utilized because it determines the relationships between the extent of services of cooperatives in terms of credit assistance, technical assistance, and support services and the degree of benefits of cooperatives in terms of economics benefits and social benefits from cooperatives.

The findings revealed that in the three components: credit assistance, technical assistance, and support services were rated outstanding services within expectation as applied in the extent of services of cooperatives when grouped according to the selected profiles of the respondents.

The degree of benefits of cooperatives in terms of economics benefits and social benefits when participants were grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives constituted an outstanding service within expectation.

There was no significant difference in the extent of services of cooperatives. Only profile; educational attainment was significantly in the degree of benefits as perceived by the members.

There was a significant relationship between the extent of services of cooperatives in Dumalag, Capiz and the degree of benefits of cooperatives. Thus, it implied that the respondent's extent of services of cooperative was associated with the degree of benefits from cooperative services.

Keywords: services, benefits, cooperatives

INTRODUCTION

Background and Rationale of the Study

The first documented cooperative was founded in 1769, in a barely furnished cottage in Fenwick, East Ayrshire, when local weavers manhandled a sack of oatmeal into John Walker's whitewashed front room and began selling the contents at a discount, forming the Fenwick Weavers' Society. In the decades that followed, several cooperatives or cooperative societies formed including Lennoxton Friendly Victualling Society, founded in 1812. In 1830, there were several hundreds of co-operatives but some were initially successful, but most cooperatives founded in the early 19th century had failed by 1840. However, Lockhurst Lane Industrial Co-operative Society (founded in 1832 and now Heart of England Co-operative Society, and Galashiels and Hawick Co-operative Societies in 1839 or earlier, merged with the Co-operative Group still trade today. It was not until 1844 when the Rochdale Society of Equitable Pioneers established the "Rochdale Principles" on which they ran their cooperative, that the basis for development and growth of the modern cooperative movement was established (Franciano, 2013).

Cooperative movement stabilize communities because they are community-based business anchors; and distribute, recycle, and multiply local expertise and capital within a community.

In the Philippines, the moderate economic growth of the Philippine economy from 1986 to the present was at par with the ASEAN growth rate. However, the country's performance in poverty reduction lagged and dawdled behind.

Thus, the focus of President Benigno Simeon C. Aquino's Philippine Development Plan is an "inclusive growth" strategy. "Inclusive growth" means active participation of the citizenry in the creation of the country's growth and at the same time a major beneficiary from the said growth. It is focused in maximizing job creation in reducing poverty (Santiago, 2009).

Hence, the role of the cooperative sector is a vital component in this national endeavor. On the other hand, cooperative embarked on a Capability-Building and Relending Project in remote Municipalities

and barangays in partnership with the Presidential Social Fund (PSF) under Pres. Fidel V. Ramos. Aside from organizing and supporting cooperatives with microfinance and macro finance they also provided skills training and value formation seminars.

The cooperatives address market failure and fill gaps that other private businesses ignore; such as: provision of rural electricity or other utilities in sparsely populated areas, provision of affordable healthy and organic foods; and access to affordable credit and banking services, to affordable housing, to quality affordable child or elder care, to markets for culturally sensitive goods and arts (Cordova, 2012).

Since, the Municipality of Dumalag is one of the rural areas of the Province of Capiz, located in the southern interior portion of the province.

The Dumalagnon with a common bond of interest, who have voluntarily joined together to achieve a lawful common social or economic end, making equitable to contribution to the capital required and accepting a fair share of the risks and benefits of the undertaking in accordance with universally accepted cooperative principle. This is often because of the many people involved in starting a cooperative and the high level of community support for cooperatives. It was in this reason that the researcher decided to conduct this study in order to elucidate. The researcher was currently works at Department of Education –Dumalag Central National High School, Division of Capiz, as senior high school teacher.

It is with great desire to work on this study to benefit the cooperative members, and her school's cooperative and most importantly to help the whole cooperative members to improve socio-economic and financial status in, but also to all cooperative and others place engage in cooperative business.

Statement of the Problem

This study sought to determine the extent of cooperative services in relation to the degree of benefits of cooperatives in the Municipality of Dumalag, Capiz during the calendar year 2019 – 2020.

Specifically, this study sought to answer to the following questions:

1. What is the extent of services of cooperatives in Dumalag, Capiz as a whole and in terms of credit assistance, technical assistance, and support services?
2. What is the degree of benefits of cooperatives as a whole and in terms of economics benefits of cooperative and social benefits of cooperatives?
3. Is there a significant difference in the extent of services of cooperatives when grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives?
4. Is there a significant difference in the degree of benefits of cooperatives when grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives?
5. Is there a significant relationship between the extent of services of cooperatives and the degree of benefits of cooperatives in Dumalag, Capiz?

Hypotheses of the Study

The following hypothesis were tested in this study:

1. There is no significant difference in the extent of services of cooperatives when grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives.
2. There is no significant difference in the degree of benefits of cooperatives when grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives.
3. There is no significant relationship between the extent of services of cooperatives and the degree of benefits of cooperatives in Dumalag, Capiz.

Theoretical Framework

To be able to analyze the individual demands and to identifying useful approaches of both aimed in the development of cooperative services play a crucial role in the economy, contributing to the stabilization of markets, countervailing concentrated market powers, internalizing social costs, reducing information asymmetries, social and political affairs, as well as in contributing to strengthen democracy among cooperative members, this research is anchored on the following theories:

This theory entitled “New Generation Cooperatives and Cooperative Theory” by Stefanson (1996), emphasize that economic conditions for growth is inclusive, linking of producer capital contributions and product delivery rights are broader context of cooperative incentives structures, governance, and the cooperative development process (Paul, 2009).

On the other hand, the poor areas need much more capital than they save in order to invest in productive activities and bringing about permanent reduction in poverty. The excess in demand of capital can be met with the help of providing credit services to cooperative members to meet the legitimate needs and expand their opportunities in the prime needs (Del Castillo, 2013).

These theories were applicable, and could help in generating hypotheses about the results of this study. The formation of the providing credit cooperative services in Dimalag, Capiz were believed to raise the levels of income generating and employment of the borrowers which is considered essential to alleviating poverty and promoting economic development among members.

Conceptual Framework

The framework of this study is based on the principle that the independent variable affects the dependent variables. The concept that the socio-demographic characteristics of the respondents influence the extent cooperatives services and the degree of benefits of cooperatives. It serves as a guide in conducting investigation of this study.

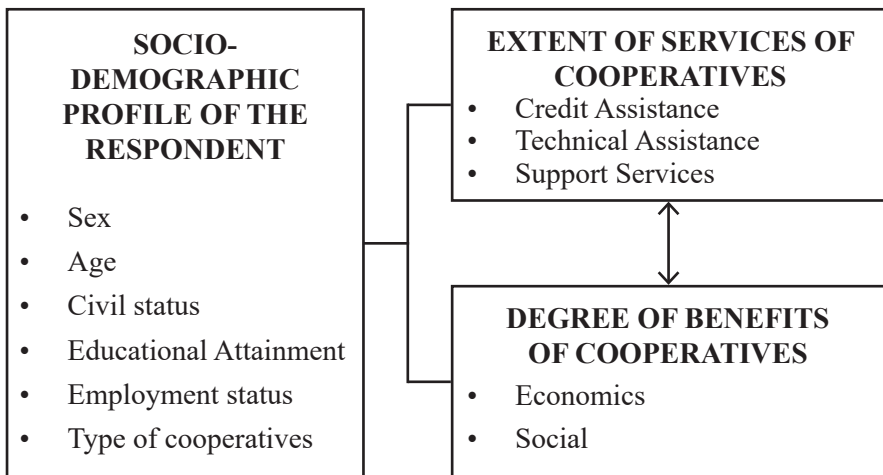
INDEPENDENT VARIABLE**DEPENDENT VARIABLES**

Figure 1. Schematic diagram showing the relationship of the variable of the study.

RELATED LITERATURE

Existing literature identifies several major reasons for satisfaction on the part of extent of services of cooperative and degree of benefits from cooperative. The success of Micro Finance Institutions like the Grameena Bank, Bancosol of Bolivia, the BRAC and Indonesia, the SEWA in India and 50 many others have been attributed these innovations in the provision of financial services.

The institutional innovations have lowered the cost and risks of making loans to the poor due to social collateral, savings promotion and ensuring sustainability of the development.

They help us to test the theories or models and also provide insights to reformulate old theories and models and/or formulate new theories and models Arvinder Singh Chawla (1986), observed that banking developments in Patiala district with special reference to branch expansion, deposit mobilization, credit deployment, priority sector lending and poverty alleviation programs.

It is concluded that, although imbalance in banking presence

continues to exist, a clear trend in reduction of inter-block disparities is observed. The analysis reveals that only four banks operating in the district, which have regional character, have opened more branches in rural areas than in urban areas in the country (Aina, Olu, 2009).

However, in the Bank of India (1975), it was analyzed that the impact of its direct financing activities in Sholapur district by comparing net farm incomes, yields, intensity of cropping and the per acre income of farmer – borrowers during the investment and post – investment periods of short-term and medium – term credit. The results indicated that the area under irrigation in the district increased by 252 acres with the bank finance.

This resulted in an increase in cropping intensity employment and net income which was much higher on borrowers, farmers than on those of non-borrowers.

Thus, the borrowers were found to be using major shares of their loans (about 89 per cent) to various productive loans also observed in the role of institutional credit in Kalyanapur block of Kanpur District, Uttar Pradesh and found that the cropping intensity on the borrowers and non – borrower farms was 170.4 and 145.4 per cent, respectively. The area under high yielding varieties was about 68.91 and 20.93 percent on borrowers and non-borrower's farms in that order. The per hectare overall input-output ratio net income family labor income and farm business income for the borrower's farms were higher when compared with the non-borrower farmers in the country (Rai and Juggle, 2015).

The objectives of the new schemes were to achieve a wide spread of bank credit, avoiding concentration, and directing a large volume of credit flow before neglected sectors.

Also many borrower farmers began to grow high yielding paddy varieties in the study area. The average gross income of farmers has increased by 74 per cent from Rs.14,890 in reference year to Rs.25,784 in current year. The percentage increased across size groups was the lowest (66.33 per cent) for the small farmers and highest (80.69 per cent) on the medium farmers in rural areas Kavarjital et al., 2010).

According to the International Co-operative Alliance (ICA), a cooperative society is an association of people that come together to

pool resources together to engage in business or economic activities for the purpose of improving their welfare. The cooperative movement began in Europe in the 19th century, primarily in Britain and France. Robert Owen (1771–1858), a Welshman who made his fortune in the cotton trade, is considered as the father of the cooperative movement.

Cooperatives play a crucial role in the economy, contributing namely to the stabilization of markets, by addressing market failures, countervailing concentrated market powers, internalizing social costs, reducing information asymmetries, or producing collective or trust goods and services (Bartolome, 2014).

As soon as Civil Government was established, Filipino participation in government was encouraged. Teodoro Sandiko, then governor of Bulacan, prepared a bill patterned after the Raiffeisen type of credit union and had Rep. Albert Barreto of Zambales sponsored the bill in the lower House of Congress. The principal aim of this bill was to protect and develop the agricultural interest of the country. When the Barreto sponsored bill was presented it readily obtained unanimous approval on January 20, 1908. The Philippine Commission however, turned it down. Undaunted by this defeat, the sponsors of the bill again put it through in the Second Philippine Legislature. This time it was sponsored in the Lower House by Rep. Rafael Corpuz who succeeded Rep. Barreto. The bill was ably presented in both Houses and it was finally passed into law on February 11, 1914 and became Act 2508. When this Act was finally made into law, Gov. Sandiko earned the title, Father of Cooperation in this country (Brillantes and Brillantes Associate, 2009).

The administration of the Rural Credit Law was entrusted to the Bureau of Agriculture. The first rural credit association that was organized under this Law was the Agricultural Credit Cooperative Association of Cabanatuan, Nueva Ecija. It was formed on October 18, 1916.

With this initial organization farmer in different provinces were organized. At the end of 1926 there were 544 rural credit cooperatives organized in 42 provinces and by 1930 there were 571 associations formed all over the country. In 1935, however, about 90% of these cooperatives were inactive with no funds left in their treasury. The

experiment on rural financing, through cooperatives was a failure. Lending a helping hand there have always been organizations that provide help for the needy.

Furthermore, the Alay Buhay Mission is as a people-oriented development organization, that commits to pursue community-driven and capability-building programs and services through education, enterprise development, and community empowerment projects geared to contribute to national development. This means they will have to develop and help others, by making programs for the benefit of the out of school children, to give projects to develop our community.

With regards to the indirect person or debtors, the system will automatically give them an insight to their present loan transaction, wherein they could easily update their loan payment and their loan status; it would also give them enough time for their other concerns by shortening the time that they will spend in manually inquiring about their loan status.

With regards to the direct impact of the system program on the company, they will for sure attract more clients or debtors to their company because of the ease of transacting business, wherein the computer program system will assist them in all their dealings with their clientele.

METHODOLOGY

Research Design

The descriptive-correlational design was used in this study to gain information concerning the current status of the phenomena under study and to describe what relationship existed with respect to variables or conditions in a situation.

It also measured the incidence of various views and opinions of cooperative members in the following points: (1) significant difference in the extent of services of cooperatives when grouped according to their socio-demographic profile: (2) significant difference in the degree of benefits of cooperatives when grouped according to their socio-

demographic profile; and (3) significant relation between the extent of services of cooperatives and the degree of benefits of cooperatives in the Municipality of Dumalag, Capiz. It goes beyond the description of the problem or situation. This type of study answers the questions why and how things exist or happened (Almaquer, 2019).

Research Participants and Sampling Procedures

This study consisted of three hundred three (303) out of one thousand two hundred fifty-two (1,252) cooperative members in Dumalag, Capiz. They were chosen as participants for this study because they are directly involved in receiving and patronizing the services of cooperatives.

The sample size was taken from the total population based on their number of population in the cooperatives with a margin of error of 0.05.

A sample random sampling was used to ensure that each member of the population was in a position chosen during the entire phase of the selection process (Reganit, 2010). It utilized the combination of accidental sampling and bingo method or draw lots in the identification and selection of the respondents in the different cooperative members.

A number was assigned correspondingly to the names of the cooperative members in the list. Pieces of paper containing the number corresponding to the names of the respondents in every cooperative were rolled, placed in a box, and mixed well. The pieces of paper were taken one at a time by cooperative until the total sample size was reached. The percentage distribution of the respondents as shown in Table 1.

Table 1. Distribution of respondents by cooperatives in Dumalag, Capiz.

Cooperatives	Population	Sample Size	Percentage
AGRACA ARB MPC	385	93	31.00
DUPSTECO	362	88	29.00
STA. CRUZ ARC	201	49	16.00
DURAN TALAOMA MPC	147	36	12.00
BULIGAY MPC	101	24	8.00
DVTS MPC	56	13	4.00
TOTAL	1,252	303	100.00%

Research Instrument Used

To come up with the needed data, the researcher made use of a researcher – made questionnaire that was patterned from models and improved with the help of the research adviser and experts to the field of study. The research instrument was used in gathering the needed data to answer the specific questions were a researcher-made questionnaire, consisting of three parts:

Part I. It gathered data on the cooperative members socio - demographic characteristics of the respondents such as sex, age, civil status, educational attainment, employment status, and type of cooperatives.

Part II. It dealt with the statement and indicators from the extent of services of cooperatives terms of credit assistance, technical assistance, and service support among cooperative members.

Part III. It consisted of the statements and indicators that could describe the degree of benefits of cooperatives in terms of economic benefits and social benefits.

The questionnaire used the scoring type with five responses and categories are as follows;

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 4.21- 5.00	Outstanding services within expectation	Significantly manifests the outstanding within expected services availed by the cooperative members; there is an extra evidence of progress towards the prescribed services – needs extra challenge.
4 3.41- 4.20	Very good services within expectation	Significantly manifests very good within expected services availed by the cooperative members; there is consistent evidence of progress towards the prescribed services – needs sustainability.
3 2.61- 3.40	Good services within expectation	Significantly manifests good within expected services availed by the cooperative members; there is an evidence of progress towards the prescribed services - needs extra motivation.
2 1.81- 2.60	Fairly services within expectation	Hardly manifests the expected within expected services availed by the cooperative members are lack of other element to be able to meet expectation; there is hardly evidence of progress towards prescribed services – needs a serious warning under this situation.
1 1.00 -1.80	Poor services within expectation	No manifestations of the expected within expected services availed by the cooperative members; there is no evidence of progress towards the prescribed services – needs intervention under this situation.

Data Gathering Procedures

After establishing the validity and reliability of the instrument, approval for the formal floating of the instrument was sought from

the office of the Schools Division Superintendent of Capiz Division and the heads of the different cooperatives in Dumalag, Capiz. When the permission letters were approved, the researcher personally administered the instrument to the respondents. They were assured that their responses would be kept confidential and for research purposes only.

Data Analysis and Interpretation Procedures

Data gathered were encoded in the computer using Microsoft excel. Coding of data was done to facilitate processing. Excel encoded data were then converted to Statistical Package for Social Sciences (SPSS) file for processing and analysis.

FINDINGS OF THE STUDY

The researcher revealed that in the extent of services of cooperative in Dumalag, Capiz manifested an outstanding service within expectation in all components: credit assistance, technical assistance, and support services were both technical assistance and support services was on top availed by the cooperative members. Thus, the degree of benefits of cooperatives in Dumalag, Capiz was noticeable as outstanding service within expectation in two components: economic benefits and social benefits were social benefits are on the top appreciated by the cooperative members as perceived by the respondents.

The findings revealed that there was no significant difference in the extent of services of cooperative in terms of credit assistance, technical assistance, and support services when they were grouped according to the selected profiles of the respondents. Hence, the null hypothesis stated that there was no significant difference in the extent of services of cooperatives when grouped according to sex, age, civil status, educational attainment, employment status, and type of cooperatives was accepted.

There was no significant difference in the degree of benefits of cooperatives in terms of economic benefits and social benefits when grouped according to socio-demographic characteristics of the respondents. Thus, the null hypothesis stated that there was no significant difference in the degree of benefits of cooperatives when grouped according to sex, age, civil status, employment status, and type of cooperatives was accepted, but not in educational attainment was rejected as perceived by the respondents.

There was significant relationship between the extent of services of cooperatives and the degree of benefits of cooperatives in Dumalag, Capiz. Thus, it implied that the extent of services of cooperatives to cooperative members was associated with their degree of benefits of cooperatives in Dumalag, Capiz.

CONCLUSIONS

Based on the results of the study comprising three hundred three (303) who borrowed and become cooperative members in Dumalag, Capiz, the conclusions and generalizations derived are as follows:

1. In terms of the three components, namely; credit assistance, technical assistance, and support service in the extent of services of cooperative generally manifest an outstanding service within expectation.
 - 1a. There is an extra evidence of progress towards the prescribed duties, and responsibilities as member of cooperative – needs extra challenge when respondents are grouped according to sex, age, civil status, educational attainment, type of employment, and type of cooperatives.
2. In terms of economic benefits and social benefits in the degree of benefits offered by the cooperatives in Dumalag, Capiz, generally manifest an outstanding service within expectation as enjoyed by the cooperative members.
 - 2a. There is an extra evidence of progress towards the prescribed duties, and responsibilities as borrowers and members of cooperative – needs extra challenge when

grouped according to sex, age, civil status, type of employment, and type of cooperatives.

3. While excluding selected profile; educational attainment of borrowers and members of cooperative has affect in the degree of benefits of cooperatives in Dumalag, Capiz.
4. Cooperative members in Dumalg, Capiz have responsibly to availed of the credit assistance, technical assistance, and support service in the extent of services of cooperative and were self-motivated to follow the rules and guidelines offered by the cooperatives.
5. Members of a cooperative in Dumalag, Capiz, enjoyed the extent of services of cooperatives and in terms of economic and social benefits given by the cooperative.
6. The extent of services of cooperative and in relation to the degree of benefits of cooperatives in Dumalag, Capiz was mutually dependent. When the extent of services of cooperative was high, the degree of benefits of cooperatives was also high. However, when the extent of services of cooperative was low, therefore, degree of benefits of cooperatives was also low.

RECOMMENDATIONS

Based on the summary, findings and conclusions of the study, the researcher formulated the recommendations as follows:

1. The cooperative management may be imposed the following; less requirements for renewal of loans, offer express lane for senior citizen, easy access of personal loan, grace period, penalty condonation program, long term payments of loan, restructuring of loans for delinquent account.
2. Heads of cooperatives may take part in participatory monitoring and supervision of the borrowers and cooperative members in a thoughtful condition, and proficient use of borrowed money to support realistic goals. The cooperative management may conduct livelihood trainings, rewards and incentives, and savings challenge for all cooperative members.

This preparation will motivate members to maintain the highest extent of services of cooperatives.

3. In selected profiles, the cooperative and management may do extra challenge to motivate and engage to joins and participate respondents to improved and maintain the highest extent of services of cooperatives and degree of benefits of cooperative in terms of economic and social benefits.
4. Cooperative management may do extra challenge of motivating respondents with socio-demographic profile –educational attainment who's affect in progress. This challenge helps to identify the strength and weaknesses of the respondents in the degree of benefits of cooperative.
5. The cooperative management conduct financial literacy program to all cooperative members in order to maintain the highest extent of services and the degree of benefits offered by the cooperatives.
6. And other researchers may conduct the same study using other population or variables to further verify the results

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ELECTRIFICATION (24/7) AND ECONOMIC DEVELOPMENT IN GIGANTES ISLAND

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ABSTRACT

This study seeks to find out the extent of electrification (24/7) program of Iloilo III Electric Cooperative, Incorporated in relation to the degree of economic development in the four barangays in Gigantes Island for calendar year 2019 – 2020.

The descriptive-correlational design was used in the study. The correlational design was used to determine the relationships between the extent of electrification (24/7) and the degree of economic development in terms of small scale and big scale businesses in the four barangays in Gigantes Island as perceived by the member-consumers.

The findings showed that in the three components: adequacy of coverage, power supply performance, and payment scheme were established outstanding within expectation as applied in the extent of electrification (24/7) in Gigantes Island. The degree of economic development in terms of small scale and big scale type of business when grouped according to sex, age, civil status, educational attainment, type of business was constituting an outstanding within expectation.

There was no significant difference in the extent of electrification (24/7) in Gigantes Island and when grouped according to civil status, educational attainment, and type of business, but not in sex and age of participants.

There was significant difference in the degree of economic development in Gigantes Island and when grouped according to sex, age, but not in civil status, educational attainment, and type of business as professed by the member-consumers.

There was a significant relationship in selected profiles; the sex and age in the extent of electrification (24/7) and the degree of economic development in the four barangays in Gigantes Island. It implied

that the extent of electrification (24/7) to the member-consumers of electric cooperative was associated with their degree of economic development in Gigantes Island.

INTRODUCTION

Background and Rationale of the Study

For thousands of years, people all over the world have been fascinated by lightning. Some people must have wondered how to put that kind of power to practical use. But it wasn't until the 18th century that the path to the everyday use of electrical power began to take shape. Throughout the next hundred years, many inventors and scientists tried to find a way to use electrical power to make light.

In modern countries — like the United States, in 1939 the percentage of rural homes with electricity had risen to 50 percent. The Tennessee Valley Authority also set up the Electric Home and Farm Authority to help farmers buy electric appliances like stoves and washing machines. Farm families of that time found out that these helpful electric appliances made their lives much easier. Although the majority of people living in larger towns and cities had electricity by 1930, only 10 percent of Americans who lived on farms and in rural areas had electric power.

At this time, electric companies were all privately owned and run to make money. These companies argued that it would be too expensive to string miles of electric lines to farms. They also thought farmers were too poor to pay for electric service (Bernard, 2012).

Meanwhile, in the Philippines the distribution of power is a regulated activity wherein the right to distribute electricity is granted by a franchise covering a particular geographical area.

The distribution of utilities has the exclusive right to sell electricity to end users connected to their respective distribution networks subject to the entry of qualified third party providers in unviable areas of a franchise area. However, the electricity remains a growth industry today, in spite of political meddling at the local, state, and federal level. New views for electricity will always be there for people to

discover, but that discovery will require the freedom to inspire new inventions (Department of Energy, 2000).

In Western Visayas, electricity is modern life. Without access to reliable power, our lives would be much more like they were before the industrial revolution. Nearly every feature of modern civilization depends on affordable, reliable electricity and the things it powers—lamps and heaters to safely keep our homes well-lit and comfortable, smart phones to stay in touch with loved ones, and always-on data centers to give us a reliable Internet—among countless others. It is so crucial to modern life, in fact, that the history of electricity is really the history of the modern world. The Electric Cooperatives operate under the general oversight of the National Electrification Administration, which provides technical and managerial support and loan financing for grid augmentation projects to all member-consumers of electric cooperative.

On November 8, 2013, Super Typhoon Yolanda hit the northern part of Iloilo Province causing 100% outage in Iloilo III Electric Cooperative area coverage. Damages in the total distribution lines reached to an extent of 95% with an estimated book value of around 140 million pesos. Despite all the calamities and difficulties that have transpired, Iloilo III Electric Cooperative, Inc. remains to uphold a transparent, fair, and reliable operation in order to maintain its dealings for a sustainable viability and to be able to compete in the industry. The Cooperative employs strategic management and develops operational plans to address its major issues and concerns (Carlos, 2016).

However, the growing business attracted the attention of the researcher because those who are in the business seem to grow and develop economically and it interests her to find out the underlying profitability behind the said growth when small scale and big scale business is likely to be haphazard, informal, loose, unstructured, spontaneous and more reactive than proactive due to the characteristics and limitations of their owner-manager, resources, market impact and organizational structures of their business development activities tend to be pragmatic, practical and adopted to suit their unique situation and informal and unplanned, relying on the insight and dynamism of an individual, i.e. owner -manager (Hassan, 2014).

In the year 2017, to spur economic activities in Gigantes Island,

the National Power Corporation-Small Power Utilities Group (NPC-SPUG) switched on a new 300 kW or its equivalent to 8 ton generating set, allowing a 24/7 power service in the Island. It has a dependable capacity as additional household connections and increased demand can be expected (ILECO III).

Hence, it is within the foregoing context that the researcher would like to find out the business activities and profitability of the small scale and big scale types of business development in Carles, Iloilo.

With this, the researcher has a great desire to work on a study that benefits the member-consumers of Iloilo III Electric Cooperative (ILECO III), where she is presently connected with. Likewise, the researcher would like also to ascertain how these business activities and profitability of small scale business development and big scale business development which are powered by the local electric company contributed to the economic development in Gigantes Island.

Further, it may help to alleviate the scarcity of employment opportunities in the said place but then again, it was initiated to improve electrification and economic development program not only in the Gigantes Island where the researcher is in, but also for the entire archipelago.

Statement of the Problem

This study sought to determine the extent of electrification (24/7) in the northern portion of Iloilo in relation to the degree of economic development in Gigantes Island, in the municipality of Carles, for fiscal year 2019 – 2020.

Specifically, it sought to answer the following questions:

1. What is the extent of electrification (24/7) in Gigantes Island as a whole and in terms of adequacy of coverage, power supply performance, and payment scheme of the respondents?
2. What is the degree of economic development in Gigantes Island as a whole and in terms of small scale business development and big scale business development?
3. Is there a significant difference in the extent of electrification

- (24/7) in Gigantes Island when grouped according to sex, age, civil status, educational attainment, and type of business?
4. Is there a significant difference in the degree of economic development in Gigantes Island when grouped according to sex, age, civil status, educational attainment, and type of business?
 5. Is there a significant relationship between the extent of electrification (24/7) and the degree of economic development in the four barangays in Gigantes Island?

Hypotheses of the Study

Based on the statement of the problem, the following null hypotheses were formulated:

1. There is no significant difference in the extent of electrification (24/7) in Gigantes Island and when grouped according to sex, age, civil status, educational attainment, and type of business.
2. There is no significant difference in the degree of economic development in Gigantes Island and when grouped according to sex, age, civil status, educational attainment, and type of business.
3. There is no significant relationship between the extent of electrification (24/7) and the degree of economic development in four barangays in Gigantes Island.

Theoretical Framework

The data collected from the study can be used as benchmarks for the furtherance of initiatives that may be undertaken by the Local and National Government, Peoples' Organization, Non-Governmental Organizations (NGOs), and Electric Cooperatives for the socio-economic well-being and development of the people particular in Gigantes Island, this research was anchored to;

The theory of “Social Change” by Panos, B.D., (1959), according to this theory, change follows a straight line, moving from a primitive stage to a more advanced one. It is being speculated that electrification is usually associated with changes that are both qualitative and quantitative to the people’s way of life (Villanueva, 2013).

Hence, this is to estimate the contributing influence of the electrification of Iloilo III Electric Cooperative, Inc., in the development and improvement of the quality of life in particular of the main participants in this study – the member – consumers in Gigantes Island.

Conceptual Framework

The conceptual framework of the study shows the level of the socio-economic development and contributions of the electrification (24/7) of Iloilo III Electric Cooperative, Incorporated in the four barangays in Gigantes Island.

The framework of this study becomes the central theme, the focus, the main thrust of the study, basing on the principle that the independent variables affect the dependent variables. The schematic diagram was illustrated showing the framework of the research study that have accrued to the improvement and development of the quality of life in terms of certain demographic and socio-economic features. It serves as a guide in conducting investigation for this study.

Hence, the independent variable was socio-demographic profile and characteristics of the respondents in terms of sex, age, civil status, educational attainment, and type of business as reflected in the left portion of the schematic diagram.

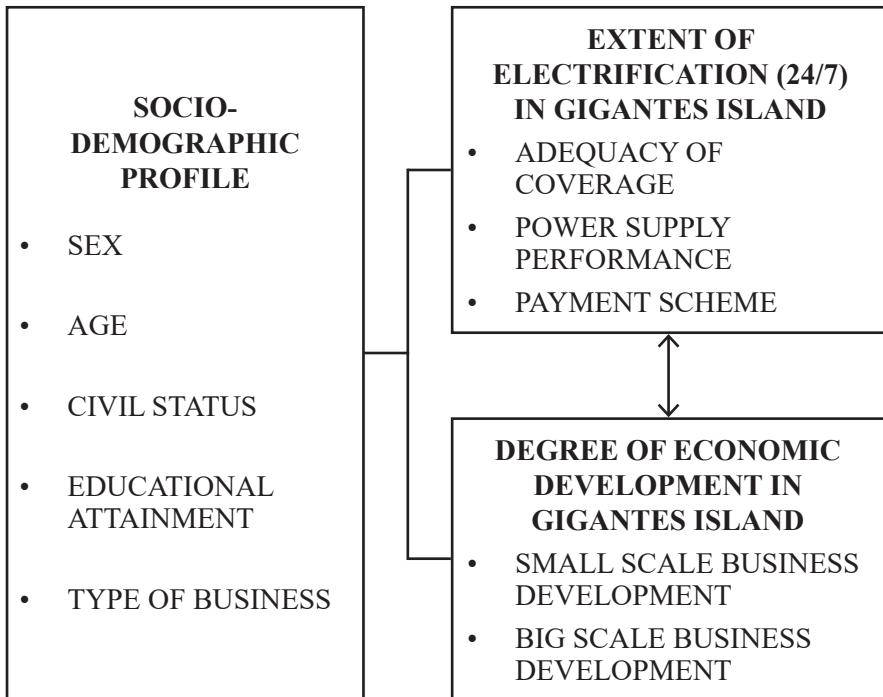
INDEPENDENT VARIABLE**DEPENDENT VARIABLES**

Figure 1. Schematic diagram showing the relationship of the variables of the study

RELATED LITERATURE

Existing literature identifies several major reasons for satisfaction on the part of the extent of electrification and development to the member-consumers. Electrification has undergone a paradigm shift from traditional perspective way of life to the modern perspective means of life (Roff, 2014).

This is a shift from traditional perspective to modern approach where member-consumers are free to determine their own living goals for development. In many African and South Asian countries, it is even lower than rural population growth. Well-publicized reports on the problems of some programs are also leading to increasing wariness about rural electrification among energy policy makers. The highly

subsidized Indian program, for example, has drained the resources of many of the state power companies, with highly damaging effects on their overall performance and quality of service (Barnes, 2010). However, In Tunisia, 75 percent of rural households already has a supply and the national electricity company confidently expects the proportion to rise to well over 80 percent by the year 2001.

The World Bank is carrying out a series of case studies to identify the crucial factors determining the success of such programs. Certain clear lessons are already emerging. Some reinforce what is already well-known, but others run counter to much of the conventional wisdom. There is no doubt that applying these lessons to future programs will bring a significant increase in the rate of rural electrification and the provision of significant and sustainable benefits to increasing numbers of rural people. Setting up effective institutional structures Large scale grid-based rural electrification is a relatively complex business and an effective implementing agency is one of its most basic requirements (Baron, 2009).

Criteria for rural electrification countless failed initiatives show the futility of premature rural electrification. Providing an electricity supply will only make a significant contribution to sustainable rural development when the other necessary conditions are present. Security of land tenure, availability of agricultural inputs, access to health and education services, reliable water supplies, and adequate dwellings are among the more obvious of these conditions. If farmers are to invest in increased agricultural production they must have access to markets where they can obtain fair prices for their higher outputs. Families must have a level of disposable income that allows them to place improved lighting, and ownership of TVs and other electricity-using appliances among their expenditure priorities before they will pay for a supply. Successful rural electrification programs have all developed their own system for ranking or prioritizing areas for obtaining a supply. Capital investment costs, level of local contributions, numbers and density of consumers, and the likely demand for electricity are among the factors normally taken into account (Delman, 2014).

In contrast, electricity supply organizations depending on operational subsidies are critically vulnerable to any downturn in their availability. When the subsidy is reduced, as inevitably happens, the

virtue of increased sales turns into the vice of greater losses, creating a significant disincentive to extend electricity to new customers, especially poor people. The contradictory signals to management make proper running of the organization impossible.

However, grid electricity differs from previously studied technologies such as deworming, fertilizers and perhaps even mobile phones in that physical structures must be individually integrated into a wider network—in order to connect to power, there must be an electric line nearby. Yet, the pace of rural electrification remained stagnant. The cost of grid expansion was prohibitively high and there was a general perception that demand for energy in rural areas was too low to be financially viable. In recent years, there has been a dramatic increase in the coverage of the national electricity grid (Snodgrass & Winkler, 2004).

In the densely populated regions of Central and Western Kenya, where the major part of the population lives, it is widely believed that households are within walking distance of multiple public facilities, although detailed data verifying these claims are lacking. By following this strategy, public facilities would not only benefit from electricity but could also serve as community connection points, bringing previously off-grid homes and businesses within reach of the grid. By 2013, REA announced that 90% of the country's public facilities had been electrified suggesting that a large share of the population had access to the

Given the inherent difficulties of small enterprises, it is also quite clear that a dynamic business sector cannot be established without external assistance. In their pursuit of open investment and trade policies, as dictated by the new global economic environment, Governments of developing countries and LDCs need to integrate measures aimed at business development into their general industrial and economic policy.

The combination of intensified competition and technological progress means that countries have to examine how best to use their available scientific and educational resources to enhance domestic technological capabilities as an integral part of industrial policy, in a changed global context (Shane & Shane, 2014).

Although the researcher attempted to find out some important

facts about the extent of electrification(24/7) performance and in terms of adequacy of coverage, power supply performance, and payment scheme of respondents,the following related local literature of study were also found significantly in this study.

The Iloilo III Electric Cooperative, Inc. is a non-stock, non-profit cooperative organized on June 30, 1986 and was registered under the National Electrification Administration. The changes in the power industry with the passage of R.A. 9136 (Electric Power Reform Act of 2001) an R.A. 10531 also known as the National Electrification Administration Decree, has compelled the electric cooperative to adjust to a challenging and competitive environment such that it will become adaptable to the changing energy industry requirement. In compliance to Section 36 of R.A. 9136 and Rule 10 of its Implementing Rules and Regulations, Iloilo III Electric Cooperative, Incorporated had prepared its Business Separation and Unbundling Plan in accordance with the guidelines set forth by Energy Regulatory Commission to structurally and functionally unbundle its business activities as between generation, transmission, distribution and supply, as well as further unbundling the activities into regulated and non-regulated supply (Vargas and Vargas Associate, 2013).

Thus, Iloilo III Electric Cooperative was categorically AAA and classified as an Extra Large Electric Cooperative. It has a total of 340 barangays within the 13 towns covered wherein 324 or 95% is already energized. The area coverage is bounded by Jintotolo Channel in the North Visayan Sea in the East, nearby municipalities of Capiz Province in the West and Iloilo II Electric Cooperative, Incorporated were area of coverage in the South (ILECO III).

The land area is mountainous to flat lands and certain municipalities with shorelines including Island barangays.Rural electrification programs can undoubtedly face major obstacles. The low population densities in rural areas result in high capital and operating costs for electricity companies. Consumers are often poor and their electricity consumption low. Politicians interfere with the orderly planning and running of programs, insisting on favored constituents being connected first and preventing the disconnection of people not paying their bills (Vazquez, 2008).

Local communities and individual farmers may cause difficulties

over rights of way for the construction and maintenance of electricity lines. Yet in spite of these problems, many countries have been quietly and successfully providing electricity to their rural areas.

In contrast, the objective of this article is to present a design approach that offers the possibility to optimize simultaneously the energy management strategy and the component sizing (Marcelino, 2013).

The key element of this approach is to find modeling approximations that allow convex optimization techniques to be applied.

The intention of this work is to exploit the computational efficiency offered by convex solvers in order to facilitate studies during the early design phase. The approach can be used, for example, over very long driving missions or to perform many optimizations in comprehensive feasibility studies. The application of convex optimization to the design and operation of electrified power trains is not new. Rural electrification is seen simply as a technical matter of stringing lines to grateful consumers.

This study is different from those literatures reviewed in terms of the research participants, the setting, research objectives, research instruments, and design used in the present study. The statistical tools used to analyze and interpret the results are also different.

METHODOLOGY

Research Design

The research design used in this study was the descriptive-correlational design. It aimed to describe the phenomenon and respondents of the study and to determine the extent of electrification (24/7) among local member–consumers and the degree of economic development in the four barangays in Gigantes Island. The correlational design was used because it determined to find out the relationships between the extent of electrification (24/7) among local member–consumers and in relation to economic development particularly in small scale businesses and big scale businesses development in the four barangays in Gigantes Island.

Research Participants and Sampling Procedures

The research participants of the study were the two hundred eighty-nine (289) member–consumers with small scale business development and big scale business development in Gigantes Island for the fiscal year 2019-2020.

They were chosen as respondents for this study because the researcher believed that they were qualified to answer the constructed questionnaire and their experience as member-consumers were enough to relate themselves in the objectives of this study.

The novelty among member–consumers of electric cooperative, business skills and having business perspective in life, were also the considering factors of choosing them as participants (Bulsara, 2015).

The sample size was taken from the total population based on their number population in the barangay with a margin of error of 0.05.

To determine the sample size, the Slovin's formula was used:

On the other hand, two hundred eighty-nine (289) total sample size out of one thousand thirty-eight (1,038) total population of local and regular member–consumers as respondents in the selected four barangays in Gigantes Island. A sample random sampling was used to ensure that each member of the population is in the position to be chosen during the entire phase of the selection process (Reganit, 2008).

In selecting the participants, the drawing of lots or lottery procedure was used in identifying and selecting the participants from the four barangays in Gigantes Island. A number was assigned correspondingly to the name of the member-consumers in the list. Pieces of paper containing the number corresponding to the names of the respondents in every barangay were rolled, placed in a box, and mixed well. The pieces of paper were taken one at a time by researcher until the total sample size was reached. The percentage and distribution of the respondents as shown in Table 1.

Table 1. Distribution of the respondents by barangay in Gigantes Island.

Barangays	Population	Sample Size	Percentage
Lantangan	418	116	40.30
Granada	317	88	30.60
Asluman	163	46	15.60
Gabi	140	39	13.50
Total	1,038	289	100.00

The table above indicated the total sample size of 289 from the four (4) barangays in Gigantes Island. With Barangay Lantangan; only one hundred sixteen or 40.30 percent out of 418 total populations were constituted the respondents of the study. Merely, eighty-eight or 30.60 percent sample size out of 317 total populations came from Barangay Granada as identified next rank in terms of local regular member- consumers.

However, forty-six or 15.60 percent sample size was taken from Barangay Asluman out of 163 total populations among member - consumers. Finally, Barangay Gabi with a population of one hundred forty where, only thirty-nine or 13.50 percent is the sample size.

The Cochran formula was used to determine the appropriate sample size for the study. The proportional allocation formula was used to determine the sample size for the respondents in each barangay (Anastasi and Urbina, 2005).

The study used a stratified random sampling in the identification and selection of the respondents from different sectors, Williams (2015), stated that a random sample in which members of the population are first divided into strata, then randomly selected to be a part of the sample size. They investigate some methods for a selection of the most informative examples in the context of one-class classification problems i.e. problems where only or nearly the examples of the so-called target class are available (Anastasi and Urbina, 2005).

The goal of this paper is to show why the best or most often used selective sampling methods for two- or multi-class problems are not necessarily the best ones for the one-class classification problem.

However, by modifying the sampling methods, it presents a way of selecting a small subset from the unlabeled data to be presented to an expert for labeling such that the presentation of the retrained one-class classifier is significantly improved (Piotr Juszczak, 2018).

Research Instrument Used

To come up with the needed data, the researcher made use of researcher-made questionnaire that was patterned after some models and improved through the scrutiny of the research adviser and experts in the field of study. The research instrument used to gather the needed data to answer the specific questions was a researcher-made questionnaire, consisting of three parts:

Part I. It gathered data on the local and regular member-consumers socio - demographic characteristics such as sex, age, civil status, educational attainment, and type of business. In this part, the respondents were requested to check the appropriate line or provide the information needed.

Part II. It dealt with the statements or indicators of the extent of electrification (24/7) in terms of adequacy of coverage, power supply performance, and payment scheme of the respondents. In this part, the respondents rated and checked the appropriate scoring interval with corresponding verbal interpretation or provided the information needed. This component was subdivided into adequacy of coverage, power supply performance, and payment scheme of the respondents.

Part III. It consisted of the statements or indicators that described the degree of economic development in terms of small scale business development, and big scale business development in Gigantes Island.

The questionnaire consisted of scoring interval with five responses and categories. The responses were scored as:

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 4.21- 5.00	Outstanding within Expectation	Significantly manifests outstanding behavior as a local and regular member – consumers; there is an extra evidence of progress towards business skill and capability of locals – needs extra challenge
4 3.41- 4.20	Very good within Expectation	Significantly manifests very good behavior as a local and regular member - consumers; there is consistent in progress towards business skill and capability of locals – needs sustainability
3 2.61- 3.40	Good within Expectation	Significantly manifests good behavior as a local and regular member - consumers; there is an evidence of progress towards business skill and capability of locals - needs extra motivation
2 1.81- 2.60	Fairly within Expectation	Hardly manifests the expected behavior as a local and regular member - consumers; local resident is lack other element to be able to meet expectation; there is hardly evidence of progress towards business skill and capability of locals –needs a serious warning under this situation
1 1.00 -1.80	Poor within Expectation	No manifestations of the expected behavior as a local and regular member - consumers; there is no evidence of progress towards business skill and capability of locals – needs intervention under this situation

Data Gathering Procedures

After establishing the validity and reliability of the research instrument, approval for the formal floating of the questionnaire followed:

Step 1. The researcher prepared a letter of request to conduct a research study in Gigantes Island.

Step 2. The researcher went to the office of the Mayor to hand in the letter request duly signed by the research adviser, and the dean of the School of Graduate Studies to conduct research study in the four barangays in Gigantes Island (Appendix A, page 97).

Step 3. When the permission or request letter was approved, the researcher personally requested the barangay official for schedule or for administering the instrument to the respondents.

Step 4. Gathering the questionnaires. The researcher reviewed and checked the responses well to make sure that no items were left unanswered by the respondents.

Step 5. Respondents were assured that their responses were kept confidential. The accomplished questionnaires were then retrieved, and the responses were tallied.

The data encoded into the computer software for statistical analysis and interpretation. This is done in order to follow the formal administering of the questionnaire (Marshall and Rossman, 1995).

To describe the steps in organizing and administering the questionnaire, the following flow chart is followed:

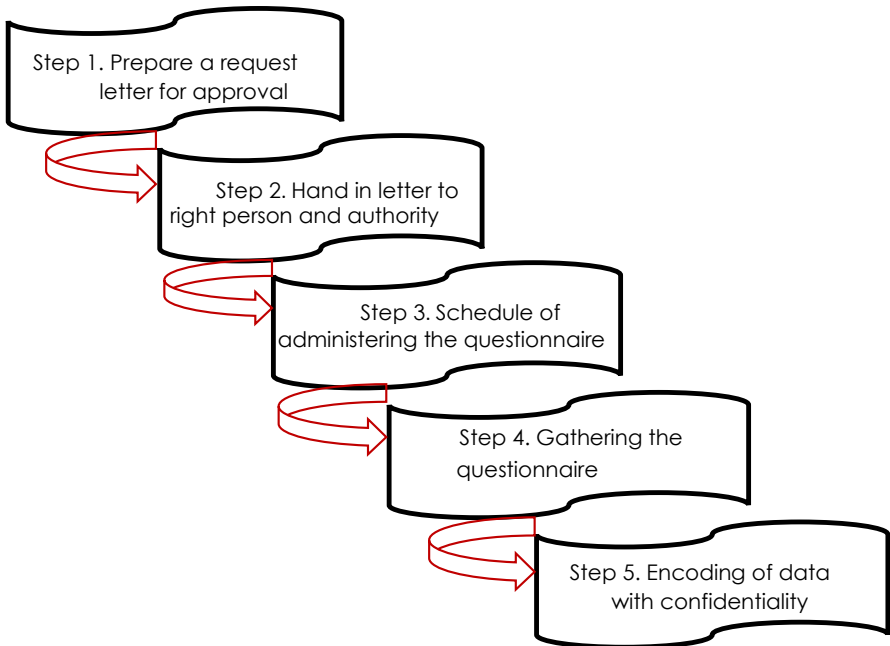


Figure 2. Flow chart showing the steps in administering the questionnaire to the participants.

Data Analysis and Interpretation Procedures

Data collected from the respondents were analyzed and interpreted using the following statistical tools; frequency, percentage, and weighted mean. For problem statement number 1, dealing with the extent of electrification (24/7) in Gigantes Island, the statistical tool used was frequency and percentage for respondent's profile.

All inferential statistics and statistical data used alpha 0.05 level of significance, and computer processed program upgraded version of Statistical Package for the Social Sciences (Reganit, 2008).

FINDINGS OF THE STUDY

The extent of electrification (24/7) in Gigantes Island manifested an outstanding within expectation rating. However, in its three

components: adequacy of coverage, power supply performance, and payment scheme established rating of outstanding within their expectation as applied — with adequacy of coverage is on top of others in the rank.

The result of the study that the degree of economic development in terms of small scale and big scale type of business when grouped according to sex, age, civil status, educational attainment, type of business constituted an outstanding within expectation rating. The findings indicated that there was a significant difference in the extent of electrification (24/7) in terms of adequacy of coverage, power supply performance, and payment scheme when they were grouped according to the selected profiles of the respondents.

There was no significant difference in the degree of economic development in Gigantes Island in terms of small scale businesses and big scale businesses and when respondents were grouped according to socio-demographic profile; civil status, educational attainment, and type of business of the respondents.

There was a significant relationship between the extent of electrification (24/7) and the degree of economic development in the four barangays in Gigantes Island.

On the other hand, the degree of economic development relied in their counterpart of electrification program for promoting equity and development in poor barangays in the following reasons; first, electricity was perceived as a modern source of energy, essential for development, second, electricity served in many purposes – it improved business, eased burden in household task, and provided more efficient lighting in rural areas, and last improved quality of life and increased economic development in Gigantes Island.

Thus, it implied that the extent of electrification (24/7) to the member-consumers of electric cooperative was associated with their degree of economic development in Gigantes Island.

CONCLUSIONS

Based on the findings of the study involving two hundred eighty-nine (289) member-consumers of Iloilo III electric cooperative

from the four barangays in Gigantes Island, the conclusions and generalizations derived are as follows:

1. In the extent of electrification in terms of adequacy of coverage, power supply performance, and payment scheme, in the extent of electrification (24/7) generally manifest an outstanding within expectation. Electrification in Gigantes Island manifest a significantly progressive rating towards the obligation and the responsibilities of the member-consumers of electric cooperative.
2. In terms of small scale businesses, and big scale businesses in the degree of economic development in Gigantes Island it generally manifests an outstanding within expectation rating. Significantly progressive in the degree of economic and development as perceived by small business and big scale businesses.
3. The selected profile; sex, and age of the member-consumers of electric cooperative has an effect as perceived by the respondents in the extent of electrification (24/7) in Gigantes Island. May do extra challenge towards responsibilities as member-consumers of electric cooperative.
4. While excluding sex and age of the member-consumers of electric cooperative as participants has affects in the degree of economic development. There is a need for extra challenge when grouped according to civil status, educational attainment, and type of business.
5. The level of electrification (24/7) in relation to the degree of economic development in Gigantes Island is mutually dependent. When the level of electrification (24/7) is high, the degree of economic development is also high. However, when level of electrification (24/7) is low, therefore, degree of economic development in Gigantes Island is also low.
6. Member-consumers in the four barangays in Gigantes Island have the responsibility to comply the adequacy of coverage, payment scheme as mandated by the electric cooperative, and self-motivated to follow the guidelines as member-consumers.

RECOMMENDATIONS

Based on the summary of findings and conclusions of the study, the researcher formulated the recommendations as follows:

1. Thorough involvement all member-consumers may be imposed by the electric cooperative, the board of trustees and other stakeholders to equip member-consumers in adhering practice in the use of electricity with compulsory in payment scheme of participants.
 - 1a. Member-consumers of electric cooperative must motivate to pay their electric bill on or before the due date as agreed in electric cooperative manual and with updated notification for disconnection. The electric cooperative may offer promotional activities and incentives for payment without delayed and on time.
 - 1b. Heads of departments must take part in participatory monitoring and supervision of electricity power supplied is in a critical condition, and efficient used of electricity through backing up realistic goal of electrification development program.
2. Member-consumers in big scale business development particularly in linkages and network of business, may do extra promotional.
3. In selected profiles, the electric cooperative management for member-consumers may do extra challenge to motivate and engage to join and participate to improve and maintain the highest extent of electrification and degree of economic development.
4. Electric cooperative management may do extra challenge; livelihood programs, promote tourism and cultural activity, to motivate respondents with socio-demographic profile –sex and age who's affect in progress. This challenge may help to identify the strength and weaknesses of the participants in the degree of economic development.
5. Maintain the highest extent of electrification and the degree of economic development in Gigantes Island such delivery of

reliable and efficient power supply and high standard customer service; and

6. And other researchers may conduct the same study using other population or variables to further verify the results of the study.

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MICRO FINANCING SERVICES AND MICRO BUSINESS ENTERPRISES IN AJUY AND BAROTAC VIEJO, ILOILO

Shella Mae B. Catalan¹, Rowena Cristina D. Dela Cruz²

ABSTRACT

This study assessed the degree of micro financing services and the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo. The respondents were 237 micro business enterprise owners in the aforementioned municipalities. A researcher-made questionnaire was used to gather data, which were analyzed and interpreted using frequency count, percentage, mean, T-test, analysis of variance, and Pearson r.

The findings of the study revealed that the degree of micro financing services and extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo are occasionally exhibited. These are observed, albeit in an inconsistent manner. When it comes to the significant difference when the respondents are grouped according to their socio-demographic profile, only age, average monthly income, type of business operation, and business location manifested variation in the degree of micro financing services. On the other hand, only average monthly income, type of business operation and business location of the respondents showed variation in the extent of micro business enterprises.

Furthermore, it was found out that a significant relationship existed between the respondents' assessment of the degree of micro financing services and their extent of micro business enterprises. Thus, micro financing services and micro business enterprise in Ajuy and Barotac Viejo, Iloilo are mutually dependent.

Keywords: micro financing, micro business

INTRODUCTION

Background and Rationale of the Study

Micro financing covers the provision of financial services such as loans accompanied by savings and insurance package facilities and the management of small amounts of money targeted at low income clients, including consumers and the self-employed, who traditionally lack access to banking and related services (Ann, 2019).

Micro business enterprises are those with assets, before financing, of ₱3 million or less and employ not more than nine (9) workers (Ballada, 2018). They are also known as micro businesses or small businesses operated and managed by proprietors or partners. These small businesses play a pivotal role in a country's economic development and have been recognized as an important pillar of economic development across the world because they are characterized by minimal capital requirement, localized scope of operations, and high flexibility to socio-economic conditions. Owners of these micro business enterprises have also provided employment opportunities to people who may not be employable into larger organized businesses. In Kenya, the government recognized that access to credit and finance service is key to growth and development in any enterprise and more so to micro business enterprises (Jagongo, 2009). In Indonesia, micro business is considered one of the most developed forms of businesses and even became one of the new economical sources in the country (Guntur & Zainal, 2018). In India, the development of micro business enterprises has been credited to the advantage of using loans from micro financing institutions (Kapoor and Dhaka, 2017).

The Municipality of Ajuy is a second-class Municipality under the 5th Congressional District of the Province of Iloilo. It is located about eighty seven (87) kilometers north-east of Iloilo City, and is subdivided into thirty-four (34) barangays (COA, 2018). On the other hand, the Municipality of Barotac Viejo is a third-class Municipality, also under the 5th Congressional District of Iloilo, and is located about fifty-two (52) kilometers north-east of Iloilo City. It is subdivided into twenty-six (26) barangays (COA, 2018). These two neighboring municipalities have various micro business enterprises and micro

financing institutions. The micro business enterprises operating in the aforementioned municipalities are servicing types of businesses like beauty salons, internet cafes, and medical clinics; merchandising types such as *sari-sari* stores, fruits dealers, and pharmacies; and manufacturing types like eateries, refreshments cafes, and rice grains buying and selling businesses. Moreover, the micro financing institutions operating in these municipalities are the following: CCT Credit Cooperative, ASA Philippines Foundation Inc., Center for Agriculture and Rural Development (CARD) Inc., CARD Bank Incorporated-Microfinance Oriented Rural Bank, Northern Iloilo Credit Cooperative, Taytay sa Kauswagan Inc., Rafi Microfinance, Mangorocoro Ajuy Credit Cooperative, Negros Women for Tomorrow Foundation, Inc., Life Bank Foundation Inc., and Community Economic Ventures, Inc. These micro financing institutions have primarily catered to the funding needs of various clients, particularly the owners of micro business enterprises in the abovementioned localities. The loan facility being offered by these lending institutions are accompanied by interest earning savings deposit as well as insurance coverage in the form of loan insurance and micro insurance. It is within the foregoing setting that the researcher would like to find out the degree of micro financing services and extent of micro business enterprises as well as the relationship between the former and the latter in Ajuy and Barotac Viejo, Iloilo.

Statement of the Problem

This study aimed to determine the degree of micro financing services and the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.

The following were the specific questions it sought to answer:

1. What is the degree of micro financing services in Ajuy and Barotac Viejo, Iloilo as a whole and in terms of requirements, personnel, business office, and loan package?

2. What is the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo as a whole and in terms of profitability and sustainability?
3. Is there a significant difference in the degree of micro financing services when respondents are grouped according to their socio-demographic profile such as age, sex, length of business operation, average monthly income, length of using micro financing services, type of business operation, and business location?
4. Is there a significant difference in the extent of profitability and sustainability of micro business enterprises when respondents are grouped according to their socio-demographic profile such as age, sex, length of business operation, average monthly income, length of using micro financing services, type of business operation, and business location?
5. Is there a significant relationship between respondents' assessment of the degree of micro financing services and their extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo?

Hypotheses of the Study

This study tested the following null hypotheses:

1. There is no significant difference in the degree of micro financing services when the respondents are grouped according to their socio-demographic profile.
2. There is no significant difference in the extent of profitability and sustainability of micro business enterprises when the respondents are grouped according to their socio-demographic profile.
3. There is no significant relationship between the respondents' assessment of the degree of micro financing services and their extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.

Theoretical Framework

This study was anchored on the Pecking Order Theory or Pecking Order Model developed by Myers and Majluf in 1984 (Surhone, et al., 2011). The theory postulates that the cost of financing increases with asymmetric information. Business entities may obtain capital from three sources, namely: internal funds, debt, and new equity. Companies choose their sources of funding in the order of priority, first preferring internal financing, then debt, and lastly raising equity as the last option. Hence, internal funds are used first, and when that is exhausted, debt is issued. When it is not sensible to issue any more debt, equity is issued. Businesses obtain the first set of funds internally and as the financial needs increases, they obtain more funds through the use of debt capital. As companies raise more and more capital, it becomes increasingly hard to obtain such funding internally. Instead, they are forced to resort to external sources of financing like loans and public equity. Therefore, the theory positions that businesses usually prefer to obtain funds internally and when they are not available, the business would first consider debt financing before going for equity financing as an external financing source (Surhone, et al., 2011).

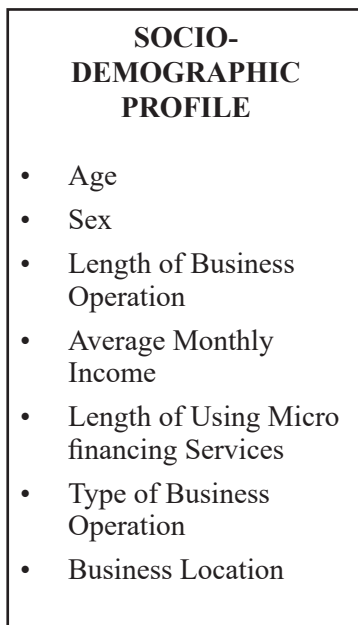
In this study, the Pecking Order Theory explains why micro business enterprises resort to borrowing funds from lending firms such as micro financing institutions. This theory maintains that businesses adhere to a hierarchy of financing sources: internal financing comes first before external financing. As micro business enterprises fall out of internal funds to sustain their operating activities, acquire additional assets or settle their existing liabilities, accessing credit is best considered to be the next option. This move will make them achieve their purpose and maintain financial flexibility. It is thought that credit is so important for the survival of businesses. It is also believed that access to credit enables small businesses to overcome their liquidity constraints and acquire things outside the scope of their income. Micro financing institutions in Ajuy and Barotac Viejo, Iloilo offer credit facilities that can offset the funding deficiency of the micro business enterprises in the localities and, thereby, allowing the latter to enjoy financial freedom.

Conceptual Framework

The general concept of this study was to determine the degree of micro financing services and extent of micro business enterprises as exhibited by the owners or proprietors of the business that borrows funds from micro financing institutions in the Municipalities of Ajuy and Barotac Viejo, Iloilo. It also aimed to find out if there is a significant relationship between the degree of micro financing services and extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.

The framework of the study presented the socio-demographic profile of the respondents as independent variable. The researcher hypothesized that socio-demographic profile such as age, sex, length of business operation, average monthly income, length of using micro financing services, type of business operation, and business location affect the degree of micro financing services and extent of micro business enterprises.

INDEPENDENT VARIABLE



DEPENDENT VARIABLES

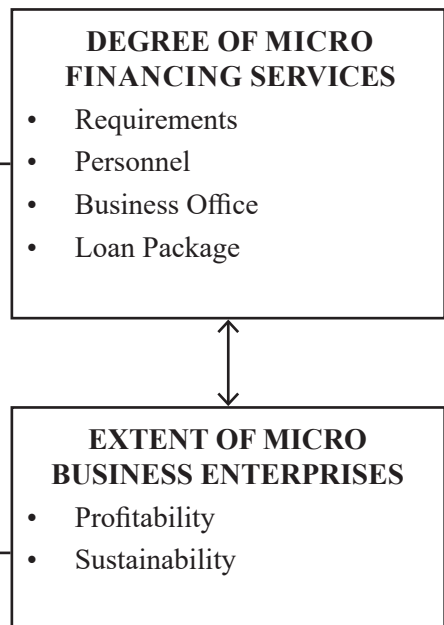


Figure 1. The schematic diagram showing the relationship among variables used in the study.

RELATED LITERATURE

Micro financing has been defined as a provision of financial services that is available to low-income earners. This type of loan helps aspiring entrepreneurs generate income, build assets, manage risks, and meet their household needs. Microfinance involves the arrangement of financial services including loans, savings, insurance, money transfers, and remittances offered to the lower income groups or poor entrepreneurs, who otherwise cannot avail themselves of standard banking services. The motive behind microfinance is to give low-income earners a privilege to become self-sufficient by offering them crucial banking services at a considerable smaller monetary amount. Most often, the microloans are given for the development of micro or small enterprises that do not have the required collateral against which the standard loan could be raised. The end goal of microfinance is to have its users outgrow these smaller loans and become ready for a traditional bank loan (Ann, 2019). Therefore, the necessity to engage in micro financing services is dependent on the financial incapacity of the clients. Usually people or businesses with low average monthly income are patronizing these services.

Micro financing originated in Bangladesh in the mid-1970s. At this period, Grameen Bank was created by Muhammad Yunus, a young Bangladeshi economist and a former professor. He used this bank as a vehicle to introduce microfinance to the developing world. While teaching economics in Bangladesh, he began lending his own money to the poor households with entrepreneurial ambitions. He found out that with even very small amounts of money, villagers could start simple businesses. Traditional banks found these borrowers unprofitable. With a borrower having no collateral, information about their character was the key but was hard for a big bank to discover. Microfinance is, therefore, the practice of lending very small amount of money, with no collateral, and accepting very small savings deposits. It is aimed at introducing entrepreneurs in the poorest parts of the developing world to the capital market (Case, et al., 2012). The grant of non-collateral loan as practiced in microfinance heightened the popularity of micro financing services among low-income individuals including small entrepreneurs.

For every credit, there is risk involved. Credit risk refers to the possibility of non-payment of the obligation when it falls due. One of the qualities of credit risk is character, which makes the debtor pay or intent to pay when his debt is due. A person's character is the sum total of his mental and moral qualities. It is a quality inherent in an individual, making him conscientiously concerned about his obligations.

Survey results also disclosed that microfinance responds to the particular needs of the low-income population. Significant gains in the uptake of microfinance products and services are evident in the survey results. Among adults who spent money to start a small business and resorted to borrowing, the main sources of credit are microfinance NGOs. These gains could be a result of the long and sustained effort to promote microfinance in the country (BSP, 2017). The result further implies that the act of lending funds is in response to the needs of low-income population. Thus, applying for a loan is significantly popular among individuals with income below the poverty line.

Poverty level remains high (36.7%) in agricultural areas in the Philippines. One of the approaches to alleviate poverty is to provide access to capital through microfinance. The study of Sarmiento, et al., (2013) concluded on the link between access to microfinance and farm production, taking the municipality of San Francisco in Agusan del Sur as a case. A total of 95 rice farmers were interviewed. It was revealed that microfinance client farmers were producing 27% more than non-client farmers.

It was also pointed out that although big businesses may be the country's top taxpayers and highest paying employers, collectively, micro, small and medium enterprises (MSMEs) provided employment for 61% of the country's labor force. According to the Philippine Statistics Authority,

MSMEs in 2010 accounted 99.6% of the total business enterprises at 777,687. Out of the 99.6%, 91.6% pertained to micro enterprises and the remaining 8% pertained to the SMEs. Moreover, the law updated the definition of MSMEs by increasing the net assets threshold. Micro enterprises are now those with assets, before financing, of ₱3,000,000.00 (before ₱1.5 million) or less and employ not more than nine workers. On May 23, 2008, Republic Act No. 9501 was signed

into law by President Gloria Macapagal-Arroyo. This law seeks to address problems facing MSMEs, particularly the lack of capital and access to credit. Under the law, banks and lending institutions are now required to allocate at least 10% of their total loan portfolio to MSMEs, broken down as follows: 8% to micro and small enterprises, and 2% to medium enterprises (Ballada, 2018). Hence, collectively speaking, micro business enterprises were considered to be the largest economic forces in the country. Their profitability and sustainability contribute to the total economic stability of the local and national government.

On the other hand, the lack of access to financing has been identified as the most serious constraint to MSME growth and development. Financing, particularly from external sources such as banks, becomes more important as firms start expanding. Though funds have been made available by government financial institutions and private banks, most MSMEs still have difficulty accessing these funds because of insufficient collateral, limited credit histories, inadequate financial records and business plans, and high interest rates. MSMEs would, thus, tend to rely on informal nonbanking channels for financing support (NEDA, 2010). The accessible loan requirements and client friendly credit investigators were among the factors that promoted the patronization of micro financing services among micro business enterprises.

As microfinance has been of great help in poverty alleviation, this has also been used by small businesses as a means in sustaining their business operation and expansion. According to the Bangko Sentral ng Pilipinas, microfinance or financial services extended to low-income individuals is flourishing in the country. These services, which usually come in the form of small loans, are especially important given that 99.6% of the economy is made up of micro, small, and medium enterprises (Rappler, 2016). Relatively, the Bank of the Philippine Islands launched a microfinance bank targeting the emerging and underserved sector of the market. The new microfinance subsidiary, called BPI Direct BanKo, has a network of 24 branches across the country with 100 branches targeted by the end of 2017 (Rappler, 2017). Microfinance is of great help to micro business enterprises as it augments its capital deficiency. The services in the form of small

loans accompanied by insurance and savings have greatly helped to sustain their business operations.

METHODOLOGY

Research Design

The research design used in the study is descriptive-correlational. The descriptive type of study finds answers to the questions: who, what, when and how. This type of research describes a situation of a given state of affairs in terms of specified aspects or factors. What may be described are characteristics of individuals or groups or physical environment or conditions (David, 2010). On the other hand, correlational research is described as having two main purposes: explaining relationships among variables and predicting likely outcomes (Fraenkel & Wallen, 2009). The study finds the descriptive research design fitting to describe the socio-demographic profile of the respondents and determine the degree of micro financing services and the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.

Research Participants and Sampling Procedure

The respondents of the study were the micro enterprise owners in the municipalities of Ajuy and Barotac Viejo, Iloilo who were issued Mayor's Permits in the calendar year 2019. The newly registered and existing micro business enterprises that have renewed their business permits were identified by the Municipal Permit and Licensing Division under the Municipal Treasurer's Office (MTO) of the two municipalities. The five hundred eighty (580) micro business enterprises operating in the municipalities of Ajuy and Barotac Viejo composed the population of the study and from which the sample size was taken.

The allocation of the respondents taken from each municipality was

apportioned using the total number of respondents per municipality over the entire population as presented in Table 1.

Table 1. Sample size allocation per municipality

Municipality	Population	Percentage Allocation	Sample Size
1.Ajuy, Iloilo	244	42%	100
2.Barotac Viejo, Iloilo	336	58%	137
Total	580	100%	237

The selection of the respondents was done randomly using the lottery method wherein all the names of the participants were written on a slip of paper, rolled and mixed in a separate container for each municipality and then randomly picked in accordance with the allocated number of respondents per municipality.

Research Instrument Used

In order to assess the degree of micro financing services and the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo, the researcher developed a questionnaire for data gathering. The questionnaire or research instrument consisted of three parts. Part I dealt with the socio-demographic profile of respondents such as age, sex, length of business operation, average monthly income, length of using micro financing services, type of business operation, and business location. Part II dealt with the assessment of the degree of micro financing services in Ajuy and Barotac Viejo, Iloilo in terms of requirements, personnel, business office and loan package. Part III dealt with the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo in terms of profitability and sustainability.

Ten (10) statements were formulated for every component of the dependent variables and responses of the drawn respondents in their assessment of the degree of micro financing services and extent of micro business enterprises in their respective areas.

The questionnaire was subsequently subjected for reliability testing to thirty (30) micro enterprise owners in the Municipality of Banate, Iloilo to determine its reliability. The selection of the respondents among micro business enterprises in Banate, Iloilo was done randomly using the lottery method. Thirty names of the owners were picked and were given questionnaires to answer. The accomplished instruments were then gathered and results were tabulated. The tabulated results were then submitted to the statistician for the determination of the reliability coefficient and the ten (10) most reliable questions for every component of the dependent variables were chosen to be incorporated in the final research instrument.

Data Gathering Procedure

Prior to the conduct of the study, and for the purpose of gathering data, the researcher sent letters addressed to the Local Municipal Treasurers of Ajuy and Barotac Viejo, Iloilo, requesting for a list of registered micro business enterprises and micro financing institutions operating in their respective localities. It was done in order to get the total number of micro enterprise owners for the population and to compute for the sample size. After getting the sample size and identifying the respondents, the researcher then submitted letters to the Local Chief Executives of the municipalities of Ajuy and Barotac Viejo, asking permission to conduct the study in their areas of jurisdiction. The final research instrument was attached to the letter given to the Municipal Mayors to disclose the type of questions to be answered by their respective constituents. The researcher personally distributed the questionnaires so that she could explain the procedures in answering the instrument, address questions and clarifications, if there were any, and thanked the respondents for the time and effort exerted in answering the questionnaire.

Data Analysis and Interpretation Procedure

To determine the socio-demographic profile of the respondents in terms of age, sex, length of business operation, average monthly income, length of using micro financing services, type of business operation, and business location, the researcher used frequency count, T-test, analysis of variance (ANOVA) and percentage as descriptive statistical tools.

Pearson-r was used to determine the relationship between the degree of micro financing services and extent of micro business enterprise in Ajuy and Barotac Viejo, Iloilo as assessed by the micro business enterprise owners.

FINDINGS OF THE STUDY

1. The degree of micro financing services in Ajuy and Barotac Viejo, Iloilo as a whole was assessed by the respondents as “average.” However, in terms of its components: requirements and business office got an “average” assessment, while personnel and loan package was assessed as “very good.”
2. The different micro business enterprises in the municipalities of Ajuy and Barotac Viejo have assessed their respective business extent as “average.” In terms of its components, profitability was assessed as “very good” and sustainability as “average.”
3. There was a significant difference in the degree of micro financing services in Ajuy and Barotac Viejo, Iloilo when the respondents were grouped according to their socio-demographic profile.
4. There was a significant difference in the extent of the micro business enterprises in Ajuy and Barotac Viejo, Iloilo when the respondents were grouped according to their socio-demographic profile.
5. There was a significant relationship between the respondents’

assessment of the degree of micro financing services and their extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.

CONCLUSIONS

Out of the findings of this study, the following conclusions were framed:

1. The degree of micro financing services in Ajuy and Barotac Viejo, Iloilo is occasionally exhibited. It is observed, but only in an inconsistent manner.
2. The extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo is occasionally exhibited. It is observed, but only in an inconsistent manner.
3. Only the age, average monthly income, type of business operation, and business location of the respondents varied in the degree of micro financing services in Ajuy and Barotac Viejo, Iloilo.
4. Only the average monthly income, type of business operation, and business location of the respondents differed in the extent of micro business enterprises in Ajuy and Barotac Viejo, Iloilo.
5. Micro financing services and micro business enterprises in Ajuy and Barotac Viejo, Iloilo are mutually dependent.

RECOMMENDATIONS

The following recommendations are based on the findings and conclusions of this study:

1. Different micro financing institutions in the municipalities of Ajuy and Barotac Viejo need to improve their services, particularly in terms of requirements such as employing a more client-friendly method of conducting credit investigation

- and timely validation of the clients' submitted documents.
2. Owners and managers of different micro business enterprises in the municipalities of Ajuy and Barotac Viejo need to advance their sustainability through strategic planning, which involves increasing business capital either by way of making additional investments or accessing additional credit to regularly increase income and acquire additional properties and equipment.
 3. Micro business entrepreneurs may attend seminars on business management particularly on topics relating to business financial performance, liquidity and solvency conducted by government business regulating agencies like the Department of Trade of Industry (DTI), Bureau of Internal Revenue (BIR), and the Local Government Unit. Applying the knowledge learned from the seminars may enable them to adapt the ideal management practices and minimize the substantial differences in the extent of their businesses despite variations in their average monthly income, type of business operation, and business location. Furthermore, doing so will help in the improvement of their financial performance or profitability and assure their business continuity or sustainability.
 4. Micro financing institutions and micro business enterprises need to maintain their give and take relationship. Micro financing institutions need to continue supporting micro business enterprises though the grant of business purpose loans. In return, micro business enterprises can patronize the financial services offered by micro financing institutions, taking into consideration the cost and benefit of using such services.

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EFFECTIVENESS OF GUIDANCE PROGRAM OF DUMALAG VOCATIONAL TECHNICAL SCHOOL

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ABSTRACT

The study aimed to investigate the effectiveness of the Guidance Program of Dumalag Vocational Technical School for academic year 2019-2020.

This study utilized the descriptive-correlational method of research, and used a researcher-made instrument. It covered 225 out of 515 trainees of Dumalag Vocational Technical School. Frequency count, percentage and mean were used for the descriptive analysis, while T-test, Analysis of Variance (ANOVA), and Pearson-r were used for inferential analysis.

The results indicated that the trainees had a high perception in terms of extent of the Guidance Program of Dumalag Vocational Technical School, and a high extent in terms of its effectiveness.

There was no significant difference in the perception of the respondents on the extent of the school guidance program when they were grouped according to age and home location, but there was a significant difference when they were grouped according to sex and qualification sector.

There was a significant relationship between the respondents' perception of the guidance program of Dumalag Vocational Technical School and the degree of its effectiveness.

Keywords: effectiveness, guidance program, technical school

INTRODUCTION

Background and Rationale of the Study

Life problems are becoming more and more complex. Traditional mores and personal convictions concerning rightness and wrongness of attitude and behavior are breaking down. Many diverse factors inherent within the home, school and social and occupational activities and relationships pull people in different directions. Thus, many often find themselves in a state of confusion and bewilderment that it is difficult to steer ahead without the help of a proper guide.

In Zimbabwe, Africa, school guidance and counseling programs have, therefore, been introduced to assist students overcome the number of challenges they experience at home and at school.

However, career guidance also offers considerable social and economic benefits for a society in the United Kingdom. They stated that it helps individuals realize their aspirations and potentials. It also helps them enhance their individual skills and capabilities, and motivates them to explore innovations for the good of their economy and country as a whole. Career guidance's future is likely to be bound up with its capacity to realize concrete economic benefits for the nation (Hooley, et al., 2015).

The guidance and counseling services of an institution aim to help its clientele grow academically, socially and emotionally. Objective guidance counseling services help trainees get to know themselves better and help them find effective solutions to their daily problems. A counselor monitors trainees' development according to their individual needs. Trainees are given necessary support by helping them understand themselves better and their various needs to help them solve their problems, to make realistic decisions, to improve their abilities and enhance their skills, and to adjust themselves in their environment in a healthy way. They are also encouraged personal strengths to overcome self-inflicted feelings of hopelessness and help develop a more positive attitude.

A good guidance program should be results-based. This program is designed to guarantee that all students acquire the competencies

to become successful in school and to make a successful transition to higher education, to employment or to a combination of higher education and work. Thus, it should impart specific skills and learning activities in a proactive and preventive manner, ensuring that all trainees can achieve school success through academic, career, personal and social development (Yu,2014). In the guidance and counseling services, the student and their needs are in the center. Various situations are enumerated on how a guidance program helps lessen the situation.

Guidance and counseling programs can provide a good basis for a broader education in life. It is where young people are assisted in their self-growth towards becoming a self-fulfilled and well-adjusted adult and become productive individuals (Viñas, 2017).

Guidance services help an individual achieve well on various areas personal and social life, as well as in educational and career pursuits, which would ultimately help in proper utilization of manpower. A society consisting of well-achieving and adjusted individuals would contribute more to achieving the national and social goals. Such a society would also have individuals who are aware of social problems and can deal with them humanely.

Hence, Technical Education and Skills Development Authority (TESDA) schools and training institutions are mandated to institutionalize linkages and partnership programs, strengthening labor market information to provide their graduates access to possible employment and to address the mismatch problem which cause unemployment (TESDA Circular No. 38, Series of 2016).A comprehensive and effective technical vocational education and training advocacy will help trainee's find suitable training and tools for progress, which help alleviate poverty and address the mismatch problem.

Like many others, guidance counseling is also very essential here in Capiz. Reports from newspapers, radio and social media tell of how rampant drug addiction is among the youth and adults. The massive number of suicide cases, early pregnancy and the rapid increase in HIV/AIDS are some of the greatest challenges of the Provincial Health Office (PHO Capiz, 2019). Not only that, there is a huge number of

graduates who are mismatched, unemployed and underemployed. There is a battle cry for more Registered Guidance Counselors to help address these problems. Hence, this study is conducted.

Statement of the Problem

This study aimed to determine the effectiveness of the Guidance and Counseling Program of Dumalag Vocational Technical School.

Specifically , the researcher sought to answer the following questions:

1. What is the extent of the Guidance Program of Dumalag Vocational Technical School as a whole and in terms of individual inventory, training induction program (TIP), Technical Vocational Education Training (TVET) advocacy, counseling and placement?
2. What is the degree of effectiveness of Dumalag Vocational Technical School's Guidance Program as a whole and in terms of trainees' participation, stakeholders' feedback, personnel qualification, and management facilities?
3. Is there a significant difference in the perception of the extent of the Guidance Program of Dumalag Vocational Technical School when the respondents are grouped according to age, sex, qualification-sector and home location?
4. Is there a significant difference in the degree of effectiveness of the Dumalag Vocational Technical School's Guidance Program when the respondents are grouped according to age, sex, qualification-sector and home location?
5. Is there a significant relationship between the respondents' perception of the Guidance Program of Dumalag Vocational Technical School and its effectiveness?

Hypotheses

1. There is no significant difference in the extent of the Guidance Program implementation of Dumalag Vocational Technical School when the respondents are grouped according to age, sex, qualification sector and home location.
2. There is no significant difference in the degree of effectiveness of the Dumalag Vocational Technical School's Guidance Program when the respondents are grouped according to age, sex, qualification sector and home location.
3. There is no significant relationship between the respondents' perception of the Guidance Program of Dumalag Vocational Technical School and its effectiveness.

Theoretical Framework

This study was anchored on the student development theory (Perry & Kegan, 2013). It claims that this theory is helpful for colleges and universities when they are constructing ways to facilitate student's success.

The theory emphasizes that student satisfaction assessment can help institutions improve program and services, remain accountable to the trainee customer, and continue to be competitive in the market of higher education. Student's satisfaction with the guidance services is an important aspect to study because colleges and universities exist to educate students in all aspect of life and will prepare them for a greater responsibility.

Another theory given by Gibson (2008) and Kauchack (2012) pertaining to guidance services which states that guidance services is an integral part of education and is centered directly on this function. Guidance services prepare the students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices. The ability to make such intelligent choice is not innate but, like others abilities, it must be developed. For the school to be able to satisfy the needs

of the students/ trainees', the guidance services should be sensitive, responsive and directly address the needs of the clientele.

An effective guidance and counseling services provides developmental opportunities and experience among trainees; learning with others and adjusting to his environment (social), learning to learn (academic) and learning to work (career) (Nkala, 2014)

The above mentioned theories are found to be appropriate to this study because it dealt with trainee's satisfaction about the guidance program of Dumalag Vocational Technical School which is the main concern of this investigation and if the guidance program of Dumalag Vocational Technical School contribute to TESDA's accomplishment in general.

Conceptual Framework

This study assumed the significant relationship between the respondents' perception of the Guidance Program of Dumalag Vocational Technical School and the degree of its effectiveness.

The Dumalag Vocational Technical School's Guidance Program such as individual inventory, training induction program (TIP), Technical Vocational Education and Training (TVET) advocacy, counseling, placement and the degree of effectiveness manifested in trainees' participation, stakeholders' feedback, personnel qualification, and management facilities are the dependent variables.

This study was based on the assumption that the socio-demographic profile of the respondents would affect the degree of effectiveness of the Guidance Program as manifested in the trainees' participation, stakeholders' feedback, personnel qualification, and management facilities, to the Dumalag Vocational Technical School Guidance Program such as individual inventory, training induction program, TVET advocacy, counseling and placement and there is significant relationship in the extent of the respondent's perception of the Guidance Program of Dumalag Vocational Technical School and its effectiveness.

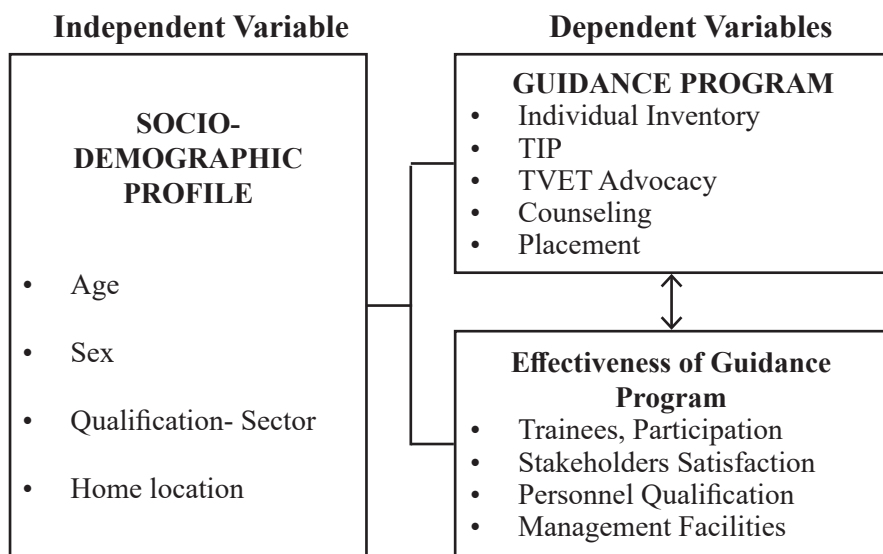


Figure 1: The schematic diagram showing the relationship of the variables that were considered in the study.

RELATED LITERATURE

Guidance and Counseling. Guidance and Counseling Program must have four components: Personal/Social Guidance, Educational Guidance, Career Guidance, and a strong orientation program for new students and for students proceeding to higher education levels within the school. The total development of a child can only take place in an environment conducive for teaching and learning (Egbo,2013). This will encourage him to stay in the same institution for meaning and importance of his existence is felt.

Counseling can be defined as a number of procedures in assisting an individual to solve his problems. Counseling is more involved emotionally in the affective realm personalized learning, that is, emotions and feelings, values, attitudes (Oviogbodu, 2015).

Counseling and guidance programs promote students' success through a focus on academic achievement, prevention and intervention activities, advocacy and social/personal/emotional and career development (ASCA National Model, 2005).

Counselors offer individual counseling to help students resolve personal or interpersonal problems. They may also offer small group counseling to help students enhance their listening and social skills, learn to empathize with others, and find social support through healthy peer relationships. For students who are otherwise unable to access mental health services, school counselors provide support at no cost. School counselors also provide support to school staff by assisting with classroom management techniques and the development of programs to improve mental health or school safety. When necessary, counselors may also intervene in a disrupted learning environment and design intervention to help an individual be adjusted to the environment (Wright, 2011).

The value of academic counseling lies more in its trusted advisor-client relationship than with the comprehensive student record it often conferred (Drake, 2011).

Elements of effective school counseling. Ensured that every students receive a systematic review of his academic progress and counseling regarding the educational options available during the final year, each student's academic record is reviewed and conducts meeting with each students with their parents or guardian if possible and discuss or explain their academic record or academic progress, educational option and possible employment (American Counseling Association, 2007).

School-based counseling in mainland China, involves a variety of terms that have been used to describe school counseling. These include school mental health education, and a comprehensive school health program (Caldarella, Chan, Christensen, Lin, and Liu, 2013).

Career guidance in schools and colleges. In the United Kingdom, England, all schools have a statutory duty to provide their students with access to independent and impartial career advice. The duty has applied to pupils in secondary education in Years 8–13 (aged 12–18) since September 2013 (under the Careers Guidance in Schools Regulations 2013). This duty was introduced under the Education Act 2011, which also removed the duty from schools to provide career education.

This duty applies to students up to and including the age of 18, and to students aged 19-25 who have an Education, Health and Care

plan (EHC plan). There is a non-statutory government guidance for colleges to draw on in deciding on the most appropriate forms of independent and impartial careers guidance and other kinds of careers support for their students (Career Development Institute, 2018).

Career Guidance. Guidance is more than giving information. It is a blend of self-development and of the learning and assimilation of career, providing educational and labor market information. The development of self-confidence is often a prerequisite for taking action for one's career. The goals of guidance may be achieved via individual counseling, self-preparation, career development courses, computer-assisted guidance and Internet-based guidance systems (Tulio, 2008)

Technical Vocational Education Training (TVET) Advocacy – Guidance program. According to NyereFavour of the University of Nigeria, Technical Vocational Education and Training is an education, training and learning activity which provides knowledge, skills and attitude relevant for employment or self-employment by describing all kinds of formal, non-formal and informal training and learning whenever it occurs. It is the strategic entry point for ensuring a world of work that contributes to social cohesion and promotes environmentally sound sustainable development.

National TVET is cool campaign- funded by European Union in Botswana. The Technical Vocational Education and Training sub-sector is seen as a major potential contributor to the development of a skilled workforce for Botswana, and therefore is taken as the one of the leading solutions to the country being a skill based knowledge-economy. The outcome of these efforts is expected to be competent, innovative and internationally competitive individuals, who can contribute to the socio-economic and technological advancement of the country, including employment creation and poverty eradication (European Union in Botswana, April 2018).

Counseling service. Respect for the dignity of the person and recognition of individual differences underlie this service. This is rendered through individual counseling, group counseling, home visits, and referrals. The latter is rendered to anyone in difficult situation needing specialized counseling or advising. This service aims to help students attain self-awareness so that they can be responsible for themselves, overcome personal difficulties and imbibe the values such

as love for the poor, simple lifestyle and realize her role as agent of transformation. Counseling may be walk-in, referred or call-in. Peer counselors are also available to students who are hesitant to approach their counselors or teachers (Akinade, 2014).

In TESDA, it is part and parcel of their trust to monitor the trainee if they land a job six months after the training. This will also help the institution to evaluate if the trainings are useful and are relevant to the needs of the industry and if they conform to the standards where graduates are employed. It hopes to look into the effectiveness and adequacy of the guidance program and the educational program in general. This is done through letters, telephone calls, home visit, personal interviews or questionnaires. Trainees' social media accounts like Face book, group chats, emails and twitter are now important sources of trainees whereabouts.

Guidance and Counseling Act of 2004. Republic Act No. 9258, or An act professionalizing the practice of Guidance and Counseling and creating for this purpose a Professional Regulatory Board of guidance and counseling, appropriating funds therefore and for other purposes, is a policy of the State to promote the improvement, advancement, and protection of the guidance and counseling profession by undertaking and instituting measures that will result in professional, ethical, relevant efficient, and effective guidance and counseling services for the development and enrichment of individuals and groups. The State recognizes the important role of guidance counselors in nation-building and promotes the sustained development of a reservoir of guidance counselors whose competence have been determined by honest and credible licensure examinations and whose standards of professional practice and service are world-class and internationally recognized, globally competitive through preventive regulatory measures, programs and activities that foster their continuing professional development.

Individual inventory service. It provides a synthesis of information about individuals which can be used to gain understanding of themselves as persons their potentialities and liabilities, abilities, interests, and needs. Individual inventory covers the collection, organization, interpretation and use data about the students/trainee. As unique individual, possessing different talents and personality this

is very important so that we may be able to identify our trainee/clients individually their skills and talents, strengths and weaknesses (Cinco, 2012). This data can be used in proper diagnoses, predicting progress and behavior, accurate placement and program evaluation (Villar, 2014).

Youth Profiling for Starring Career. Youth Profiling for Starring Career or career profiling is an electronically delivered guidance program designed to help career seekers choose intelligently what course to pursue based on their abilities and occupational interests. The two instruments are: Computer Interest Profile (CIP) and Computer Ability Profile (CAP). (Compendium of Programs Registered under UTPRAS, Vol. V). This study it referred to the computer examination given to the trainees before enrolling in a TVET (Technical Vocational Education Training) qualification.

Placement. Job Linking or JoLins was institutionalized through TESDA Circular No. 38, series of 2016 in line with President Rodrigo R. Duterte's thrust to strengthen the war against poverty and with the TESDA's two-pronged direction towards poverty alleviation, to serve as a delivery platform to hasten the employment hunting period for TESDA's certified TVET graduates by providing them with various ways and means to gain access to immediate employment opportunities.

The Philippine Qualifications Framework (PQF), a tool that can better prepares Filipino students into the labor force, harmonizes basic education, technical-vocational education and higher education into a nationwide schedule of skills and competencies. With the PQF, four students gain a clearer picture of the competencies they need for their job interests, while employers are able to easily identify the basic work-skills their employees must possess. Moreover, career competencies involve providing trainees with information on job requirements, employment opportunities, necessary training, how to apply for employment, writing of curriculum vitae and preparation for job interviews.

This reform in the educational system will be able to eventually solve the problem of job-skills mismatch in the Philippines. It can boost the international confidence among Filipino workers by making them more competitive and employable.

Placement service helps the students secure the most effective relationship to a job or to the next step in his educational or personal goals. Students/trainees are put in the right place in the right time considering their skills and capabilities. They are assisted in finding Jobs suited to their competencies. They are also assisted and placed in the industries during their on-the-job training.

Placement by definition is the satisfactory adjustment of the individual to the next situation whether in school or on-the- job. It provides clients with options to enable them to act on their choices, and helps them adjust to the chosen environment (Ryan and Zeran,2014).

Training Induction Program (TIP). An induction program is the process used within many businesses to welcome new employees to the company and prepare them for their new role. Induction training should include development of theoretical and practical skills, but also meet interaction needs that exist among the new employees.

Stakeholders' satisfaction. Based on a TESDA accomplishment report,9 out of 10 employers are satisfied with tech-voc graduates. Employer satisfaction is at an all-time high when it comes to work performance of tech-voc graduates. In an Employer Satisfaction Survey (ESS), a total of 5,451 public and private establishments that employed tech-voc graduates were polled. Majority of them or 86.1% said that they are satisfied with the work and performance of tech-voc graduates. When asked if they will continue to hire tech-voc graduates, a big majority or 86.9% responded positively.

METHODOLOGY

Research Design

This study used the descriptive-correlational research design that utilized quantitative data. This method has a variation in data collection that leads to greater validity, answered the question from a number of perspectives, ensured that there are no gaps to data collected and pre-existing assumption from the researcher (Bulsara, 2015).

This study was with descriptive and correlational because it described the (1) Extent of the Guidance program of Dimalag

Vocational Technical School in terms of individual inventory, training's induction program, Career guidance/TVET Advocacy, Counseling, and Placement; (2) The Degree of effectiveness of Dumalag Vocational Technical Schools guidance program as a whole and in terms of trainees' participation, stakeholder's feedback, personnel qualification, and management facilities. Furthermore, this study is also correlational because it describes the following: 1) Extent of respondents' perception of the Guidance program of Dumalag Vocational Technical School when respondents are grouped according to age, sex, qualification-sector and home location; 2) The significant difference in the degree of effectiveness of the Dumalag Vocational Technical School guidance program when respondents are grouped according to age, sex, qualification-sector and home location; 3) Significant relationship between the respondents' perception of the guidance program of Dumalag Vocational Technical School and its effectiveness.

Research Participants and Sampling Procedure

The participants of this study were the trainees of Dumalag Vocational Technical School enrolled in CY 2019-2020.

There were five hundred fifteen (515) trainees enrolled for CY 2019-2020. The researcher utilized the convenience sampling technique.

Convenience sampling technique is a non-probability sample wherein the researcher used the subjects that are nearest and are available to participate in the research study (Crossman, 2018). This means that the researcher utilized trainees of Dumalag Vocational Technical School who were available during the conduct of the survey period from November 15, 2019 to December 9, 2019. They were respondents to the survey questionnaire used in this study.

Of 515 total trainees of Dumalag Vocational Technical School enrolled this CY 2019-2020, 310 are males and 215 are females. The researcher used only 225 respondents utilizing the Sloven Formula.

The researcher used Sloven's formula to determine the sample size. In the steps of computing the size of the sample, Calderon (2011)

suggested the formula of Sloven as $n = \frac{N}{1 + Ne^2}$ wherein, N stands for the number of the whole population of trainees and parents of Dumalag Vocational Technical School in CY 2019-2020, while e, stands for the margin of error of 0.05 to be consistent with to the level of significance (sig.) of (5%) in the computation of data (Besana, 2016).

A complete list of trainees' name or enrolment data/trainees' profile of Dumalag Vocational Technical School in CY 2019-2020 were obtained from the Office of the School Registrar.

To get the sample size, Sloven's Formula was used.

Research Instrument Used

The research instrument used in this study was a researcher-made questionnaire. The researcher grouped the statements according to the topics in the variables of the study and formulated the questions using simple language for the respondents to easily grasp and understand the questions. The questionnaire was composed of three parts. Part I gathered the socio-demographic profile of the respondents such as age, sex, qualification sector and home location. The Part II measured the assessment of the respondents of the extent of the guidance program of Dumalag Vocational Technical School in terms of individual inventory, training induction program, TVET Advocacy, counseling and placement. Part III was used to measure the degree of effectiveness of the guidance program of Dumalag Vocational Technical School.

The self-made questionnaire underwent content validation by a panel of expert: two Registered Guidance Counselors, an English Critic and a statistician. The experts carefully inspected the content of every item in the instrument. After it was validated by a panel of experts, the instrument was pilot-tested to measure its reliability. The objective of the pilot testing was to allow modifications in various questions in order to rephrase clarify and simplify any ambiguities found in the instrument. It was used to assist in testing the reliability of the instruments. Reliability refers to the degree to which an instrument yields. Internal consistency reliability looks at the consistency of the score of individual items on an instrument, with the scores of a

set of items, or subscale, which typically consists of several items to measure a single construct. Cronbach's alpha is one of the most common methods used for checking internal consistency reliability. Group variability, score reliability, number of items, sample size, and difficulty level of the instrument can also impact the Cronbach's alpha value (Li, 2016). This study was properly validated and followed the suggested process.

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 4.21-5.00	Very High	Significantly implemented program; there are extra evidences that this is obviously observable all the time.
4 3.41-4.20	High	Regularly observed that the program is implemented; there are consistent evidences that this is obviously observable most of the time.
3 2.61-3.40	Average	Occasionally observable that the program is implemented; evidences are not constant that this is obviously observable.
2 1.81-2.60	Low	Hardly observed that the program is implemented; evidence is lacking to tell that this is obviously observable.
1 1.00-1.80	Very Low	No program is implemented; there is no evidence to show that a program is implemented.

Data Gathering Procedure

After establishing the validity and reliability of the instrument, the instrument was reproduced according to the number of respondents.

The instrument was administered personally by the researcher to ensure that all data needed be filled out completely and the instrument

l be returned on time. The data collected were checked and tabulated using MicroSoft Excel and were processed using the SPSS software. The data processing involved a series of actions or steps performed on data to verify, organize, transform, integrate, and extract data in an appropriate output form for subsequent use (Battaggia, et al., 2015).

Data Analysis and Interpretation Procedure

After the instrument had been collected, they were collated, scored, analyzed and given the corresponding verbal interpretation. This was done using descriptive and inferential statistics of the SPSS. For descriptive data, frequency, percentage and mean were used, and for inferential statistics, t-test and Pearson-r were computed to answer the specific questions.

FINDINGS OF THE STUDY

1. The extent of Guidance Program of Dumalag Vocational Technical School was high.
2. The degree of effectiveness of Dumalag Vocational Technical School Guidance Program was perceived to be high.
3. There was a significant difference in the extent of Guidance Program of Dumalag Vocational Technical School when grouped according to the selected profile.
4. There was a significant difference in the degree of effectiveness of Dumalag Vocational Technical School Guidance Program when grouped according to selected profile.
5. There was a significant relationship between the extent of the Guidance Program of Dumalag Vocational Technical School and its effectiveness.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The extent of Dumalag Vocational Technical School Guidance Program is regularly implemented and observable most of the time.
2. The degree of effectiveness of the Dumalag Vocational and Technical School's Guidance Program is observable most of the time.
3. The extent of effectiveness of the guidance program of Dumalag Vocational School varies when sex and home location of the respondents are considered.
4. The degree of effectiveness of Dumalag Vocational Technical School's Guidance Program varies when sex and qualification sector are considered.
5. Dumalag Vocational Technical School Guidance Program implementation and its effectiveness are mutually dependent.

RECOMMENDATIONS

1. Guidance and Counseling Program should be given emphasis and focus during the entire duration of the training to conduct regular Guidance Sessions and to monitor trainees' progress.
2. The Guidance Counselor should be a Registered Guidance Counselor. A Registered Guidance Counselor can handle Guidance Programs appropriately, and is effective in handling and performing related task.
3. The Guidance Counselor should conduct regular group counseling sessions among Shielded Metal Arc Welding trainees to make them more socially active.
4. The Gender and Development Focal Person should plan programs and activities anchored on the equality of males and females as well as their characteristics.
5. The Guidance Counselor and the School Administrator should

work hand in hand in planning school activities to enhance the personality and social interaction of the trainees.

6. There is a necessity to conduct more research to have an in-depth study on the Dumalag Vocational Technical School's Guidance Program.

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GUIDANCE COUNSELORS AND THEIR GUIDANCE SERVICES ENGAGEMENTS IN THE ROXAS CITY DIVISION

Ma. Ninfa R. Arostique¹, Prof. Analee B. Andrada²

ABSTRACT

This study aimed to determine the knowledge, capability, effectiveness and guidance services engagements, problems and challenges of designated guidance counselors in Roxas City Division.

A phenomenological qualitative research utilizing Single Focus Group Discussion was used. It made use of the FGD guide, videography, recording and qualitative data analysis. The study covered ten (10) purposively selected counselors in Roxas City Division.

Findings revealed that their knowledge on their jobs include organizing and conducting different guidance activities, assessing needs as basis for activities, recording of client data for individual inventory, keeping records in confidential manner, conducting counseling, assisting pupils in their problems, conducting research and evaluation and supervising pupils in developing their whole persons. They were capable of their designations because of their personal qualities, their ability to listen to the concerns of the pupils, their educational qualifications and experience. Further they revealed that their effectiveness in enhancing students' academic, emotional and personal development can be achieved effectively by developing their personal competencies through their attendance to seminars and trainings, enrolling in graduate studies, conducting researches and by establishing good relation to pupils and clients.

Data indicated that individual inventory was made using anecdotal reports, filling-up personal data sheet, conducting needs assessment and interview; orientation seminars, anti-drugs awareness and anti-bullying information campaign, and lectures for information service and remedial classes/periods, tutorial sessions, group counseling and home visitation for facilitation service.

Findings revealed that designated guidance counselors agreed

with the fact that school resources, facility, work overload, bullying and child abuse were the problems/challenges they faced.

Keywords: guidance, services, engagements

INTRODUCTION

Background and Rationale of the Study

Guidance and counseling refer to a helping concept and relationship in which specific skills and techniques are used to make students competent, creative, realistic and able to make responsible decisions. Self-concept refers to one's self-identity, an organization of beliefs and attitudes about one self-expressed in one's characteristics and competencies. Ndambuki (2011) point out that self-concept is the characteristic behavior that brings out one's individuality which includes the physical, social, intellectual, moral and emotional self. These are boosted by the learners' immediate environment, family, and school in their vital interactions and subsequent development of self-esteem which is an aspect of self-concept.

Currently, professional school counselors are expected to offer comprehensive, effective, well-balanced, developmental, evidence-based school counseling programs that target social and emotional supportive services, educational and academic planning, and vocational education for all students (Martin & Carey, 2012).

The American Counselling Association (2017) highlighted how school counselors influences the students achievements: (1) elementary guidance activities have a positive influence on elementary students' academic achievement; (2) School counselling interventions have reported success for helping students reduce test anxiety; (3) School counselors in collaborative efforts can implement both systemic and pro-grammatic changes in schools and communities to prevent students from dropping out of school and (4) studies on high school attrition indicate that preventive counselling, occurring before students are in crisis, reduces the risk of these students dropping out later.

Accordingly, Guidance and Counseling Act of 2004, provides that

counseling in the Philippines is a “profession that involves the use of an integrated approach to the development of a well-functioning individual primarily by helping him/her to utilize his/her potentials to the fullest and plan his/her present and future in accordance with his/her abilities, interests, and needs. The functions of a guidance counselor enumerated in this law are counseling, psychological testing, learning and study orientation, research, placement, referral and group processes, and teaching guidance and counseling courses.

School counselors serve in multiple and often demand in educational and counseling roles. In addition, school counselors are asked to further the academic and educational missions of the school, seek teacher and administrator buy-in to an integrated comprehensive guidance program, and act in a proactive manner that will enhance collaboration among all facets of the school and community. Keeping these functions in mind, one can see how critical it is for school counselors to develop particular skills in order to provide services, to promote a strong professional identity, and to obtain regular supervision and consultation (McMahon et al., 2009).

A study conducted by Madlambayan (2017) entitled “Students’ Perceived Level of Importance and Performance of School Counselor Roles and Functions”. Participants rated their school counselors’ performance as very good with exemption to the role of advocate for their personal/social development which obtained a good rating only. When compared according to their educational levels, significant differences regarding students’ perception on the importance of the role of school counselor as collaborator in their career development and counselor in their academic development were evident. Furthermore, significant difference exists in terms of students’ perception on the performance of school counselors as data-utilizer in their academic development. Lastly, there are significant differences between the perception of students on the importance and performance of school counselor roles and functions. Results suggest that the performance of school counselors does not meet the expectations of the students regarding the importance of all school counselor roles and functions.

As teacher in public elementary school for many years, it is known to me that increased accountability and budget shortages, school districts and administrators are utilizing school counselors to perform

non counseling duties at their elementary schools often account for the limited guidance services engagement. School counselors juggle multiple roles, heavy caseloads, and a myriad of duties while addressing students' academic, social, emotional, and career development needs. The counselors at elementary schools are expected to meet the extensive behavioral, academic, and emotional needs of their students, which would cause these counselors to experience their roles very differently than counselors at elementary schools.

Hence, the purpose of this phenomenological study is to explore the guidance service engagement of the current school counselors and their knowledge, capacity and effectiveness to address academic and social issues of the pupils and lead them towards good academic standing and career development.

Statement of the Problem

This study was conducted to determine the knowledge, capability, effectiveness and guidance service engagements, problems and challenges of guidance counselors in Roxas City Division.

Specifically, it sought to answer the following questions:

1. What profile could be drawn of the designated guidance counselors in terms of their knowledge, capability and effectiveness?
2. What is the extent of their engagement in terms of individual inventory, information and facilitation?
3. What problems and challenges have they encountered as guidance counselors?

Theoretical Framework

The present study was framed on Role Theory by Merton (1949) and it proposed that human behavior is guided by expectations held both by the individual and by other people. The expectations correspond to

different roles individuals *perform* or *enact* in their daily lives”. Role theory views individual behavior in a social context as an integral component of social exchange in relationships. This theory examines the behavior of an individual as a minute component of the overall interactions of roles within a system (Natividad, 2010).

Using role theory, the adoption of roles by counselors can be seen as a continuous process towards role fulfillment in which counselors act as catalysts to further interact with stakeholders. Role conflict, ambiguity and confusion can occur on the part of the school counselor and this can lead to tension, job stress, job dissatisfaction, and a lack of commitment to the mission and vision of the school (Natividad, 2010). Ross and Herrington (2006) found that role confusion was destructive to the school counseling profession and detrimental for students because ill-defined guidance programs negatively impact the students.

This theory was appropriate for the present study since this qualitative inquiry was conducted to find out the knowledge of guidance counselors on the nature and scope of their jobs, their capabilities to provide basic guidance services to pupils, and effectiveness in resolving pupils’ problems with the desire to develop their social and cognitive skills.

Conceptual framework

The conceptual framework of the study was based on model developed by Conley in 2001 and adopted by the researcher to define the guidance service engagement of the designated guidance counselors in Roxas City Division along with their knowledge of their guidance role, their capability to provide guidance services, their effectiveness to implement guidance services along with challenges they face in the performance of their functions. This is an integrated model that looks at the factors that could link to the guidance service engagement by the guidance counselors in Roxas City division.

The researcher believes that determining these factors would lead to the development of a more responsive and effective guidance services for the pupils’ academic development.

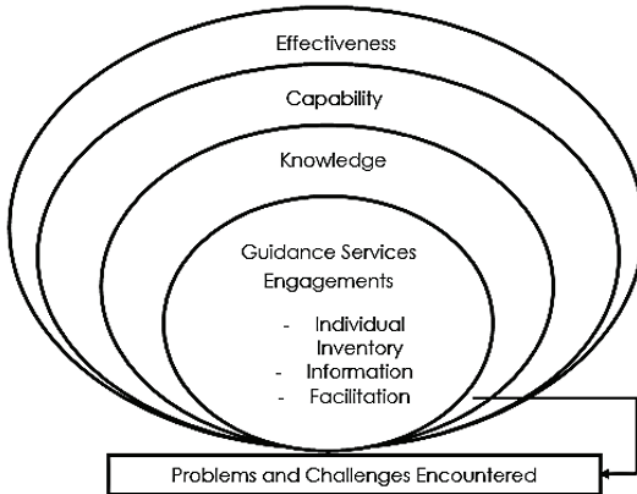


Figure 1. Research paradigm of the study.

The knowledge, capability and effectiveness of designated guidance counselors on their roles and functions can be ascribed to the different guidance services engagement. The problems they encountered along with their engagement can be practically addressed to achieve the desired guidance services and their success.

RELATED LITERATURE

Guidance and Counseling. In guidance and counseling, these two words generally take on different meanings. The former refers to helping students' whole-person development, while the latter is frequently targeted at helping students with problems. In other words, guidance work is preventive and developmental in nature whereas counseling is more of supportive, remedial work (Lai-Yeung, 2014). In this connection, the nature of the counseling profession is that you have the opportunity to help people become better versions of themselves and see positive change in their lives. One of the most rewarding sub-niches in this field is guidance and counseling, because a stated part of the role is to lead young students through decisions about their future choices and careers.

Guidance and counseling as a process of helping an individual become fully aware of his/her self and the ways in which he is responding to the influences of his/her environment. It further assists him to establish some personal meaning for this behavior and to develop and classify a set of goals and values for future behavior (Akinade, 2012). In this connection, the position is blended of career counseling and light therapy. Counselors talk students through changes they're experiencing, the physical, mental, social and emotional, and also help them navigate relationships, while at the same time assisting with school decisions, helping with networking and advocating on their behalf with teachers, parents and other individuals.

Counseling is a learning process in which a counselor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviors that helped them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally. In other words, counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the school (Egbo, 2013). Likewise, it is the responsibility of the guidance counselors to help identify strengths and weaknesses in each student, addressing their weakness with support and suggesting life paths that make the best use of their strengths. Many students do not know what they want to do and rely on adults to help them in every situations they encountered in present or in future.

The above articles explained about counseling and the how counseling is a transformative process of helping people to learn all that are to be learnt both in and outside the school.

An experimental study in Cairo, Egypt to explore how varying career needs could be addressed to help school girls make career decisions. The study concluded that most counselors were not sensitive to the career need of many students but instead advised them according to their academic performance. This scenario was an inclusive because students had different talents and in addition, academic performance could be improved through effective counseling. They recommended that the unique educational and vocational needs and barriers facing different minority groups also needs to be addressed in counseling programs in order to help them make the right career decisions

(Mau, Bilkos and Fouad, 2011). In this connection, not all counselors definitely noticed all the problems that generate to students situations, they focused on the present situation and the situation they think triggered to the students. And counselors thought that giving advises can quickly change the dilemma of the students, not knowing that there are more concerns that should be address and solved.

The study of Mau et al. is related to the present study because it presents the qualification of being counselor and their relationship to the students. They also focused on the present situation and the situation they think triggered to the students.

A study in Chicago was conducted to find out how students viewed their counselors and teacher. They conducted a survey on 200 students in 3rd and 4th grades using questionnaires to elicit data. They found out that most counselors and teachers had no plans to provide leadership in the development, promotion, facilitation and dissemination of school counseling research demonstrating the connection between school counseling programs and student success (Amerikaner and Summerlin, 2012). This action should be address as major concerns, because as guidance counselor, you must have psychological and educational support, provided to pupils/students that involves pupils'/students' individual development and educational needs and psychological and physical abilities, and environmental factors which have impact on their functioning in school or educational institution and addressing that needs identified.

The study of Amerikaner and Summerlin focuses on how guidance counselors and teachers provide leadership in the development, promotion, facilitation and dissemination of school counseling research demonstrating the connection between school counseling programs and student success.

The above study discussed about the functions of principals as counselor and their services offered to the teachers and students. Principals can also administered all counseling activities and provide feedback to all stakeholders.

From another perspective, compared pre-service teachers' views of the roles of school counselors and school psychologists and found that school counselors were considered more likely helped students with career development while school psychologists were viewed

as more likely helped students with personal-social skills. Overall, findings from role research studies suggest that, despite advances in school counseling models, many school counselors continue to experience role ambiguity and role stress in their professional practice (Astramovich et al., 2010; Pyne (Astramovich et al., 2010; Pyne, 2011).

The studies OF Astramovich and Pyne are related to the present study because they compared pre-service teachers' views of the roles of school counselors and school psychologists and found that school counselors were considered more likely helped students with career development while school psychologists were viewed as more likely helped students with personal-social skills. However, they differ in the respondents, setting, location and some variables used.

The counselor, as an advocate for quality education, must not only adapt to changed, but must promote it. "Being a change agent is to be a facilitator, mediator, and promoter of counseling and education throughout life" (Martínez et al., p. 257). That is why thinking on this role involves questioning the way in which the professional counselor could contribute in creating a culture of improvement, thereby building capacity for change and optimizing learning in the school community so that the quality of education is guaranteed (Martínez et al., 2010). It is the responsibility of the counselors to give quality assistance in giving career opportunities and other avenues to enhance and foster the personal and professional development of the students.

Martinez et al presents the responsibilities of a counselor and being a change agent is to be a facilitator, mediator, and promoter of counseling and education throughout life. However, they differ in some variables used.

Some others above explained the knowledge of school counselors, they also discussed the responsibilities and liabilities of counselors in school. However, they are differs in the variables used.

A study conducted by Bustos (2018) revealed that the best predictors of occupational and life satisfaction was Educational Attainment and Professional Status. Guidance Counselors were found to have a satisfied level according to OLSS. The study could be of good use in the hiring process, in the review of some provisions of the Guidance Law and in the guidance and counseling practice as a whole.

In the study conducted by Duran et. al. (2015) revealed that intervention activities rendered by the counseling center to maritime students in terms of academic development, spiritual development, and character formation are effective. They observed that the problem encountered by the maritime students on the interventions rendered by the CATC was confusion of students who have already taken up the given enrichment program but are still included on the list who failed to take it up. A proposed action plan was formulated and conducted to enhance the intervention activities rendered by the CATC for the benefits of the maritime students.

METHODOLOGY

Research Design

This was a qualitative study which utilized phenomenological approach. Phenomenology is a philosophical perspective as well as a qualitative approach to research that describes the essence of the experience of several individuals concerning a phenomenon and offers a comprehensive understanding of their reality through immersion in the details of their unique perspectives (Creswell, 2013). In phenomenology, the researcher strives to understand the participants' subjective experiences of the phenomenon from the authentic lens and interpretations of the participants (Wertz, 2005). The goal of phenomenology is to find the "central underlying meaning of the experiences that contain both the outward appearance and inward consciousness based on the memories, images, and meaning". Personal experience of each participant in relation to the phenomenon is the crucial component of a phenomenological study. Phenomenology is "an attempt to deal with inner experiences unrobed in everyday life". This type of research method is deemed suitable for a study on how elementary school counselors experience and perceive their diverse roles, knowledge, capability effectiveness and challenges in the public school setting.

Research Participants

The participants were the ten (10) designated guidance counselors of the selected elementary schools in the Roxas City Division. Purposive sampling was used in determining the participants of the study. Purposive sampling or subjective sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their study. (Brink 2000).

The criteria was set in identifying the qualified participants of the study. A guidance counselor who: (a) worked as an elementary school counselor in a public school setting for at least one year, (b) willing to participate in a focus group discussion that will last for 45 minutes to an hour in length, and (c) fits the characteristic criteria as determined through researchers professional judgment and the objective opinions of researchers' colleagues.

Research Instrument

A focus Group Discussion Guide was used in this study. According to Creswell's (2013) focus group discussion is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves.

The guide was composed of 5 open- ended questions. This was formulated to serve as discussion points during the FGD on the knowledge, capability, effectiveness, problems and challenges as guidance counselors (see Appendix B, p. 86).

Data Gathering Procedure

For the reason that qualitative method was used in gathering data in the study, the following procedures were followed, to wit: Primarily,

the researcher prepared a letter of request to the office of the Schools Division Superintendents duly signed by the chairperson of Research and Evaluation, and Dean of the School of Graduate Studies. Then, the researcher went to the division of Roxas City to hand in the letter request to the office of the Schools Division Superintendents for the list of all public elementary school heads in Roxas City Division. Another letter of permission was sent to the office of the school's division superintendents to allow researcher to invite guidance counselors' designates in Roxas City Division (see Appendix A, 79-81).

Focus group discussion was conducted on November 19, 2019 with ten participants. The researcher designed questions according to Creswell's FGD Guide (2007). The Focus Group Discussion (FGD) guided the collection of data and kept the participants focused. The participants were able to self-pace and work independently. In terms of individual observations of the participants, the researcher used pseudonyms for confidentiality purposes.

Data Analysis and Interpretation of Data

The qualitative data that were collected after the focus group discussion were subjected to following: transcribing of data which an audio and/or video recording is interpreted or translated into words that can then be studied and coded (Davidson, 2009); coding of data process of transforming collected and summarizing data by putting categories in every data. After which, the researcher closely examine the data to identify the common themes, topics and ideas using thematic analysis was also used in analyzing and interpreting the data.

Furthermore, six (6) themes, on accounts of the guidance counselors' knowledge, capability, and effectiveness as well as their individual inventory, information and facilitation services were identified .

FINDINGS OF THE STUDY

In terms of knowledge on the nature and scope of their jobs findings revealed that designated guidance counselors organize and conduct different guidance activities, asses needs as basis for activities, do recording of client data for individual inventory, keeps records in confidential manner, conduct counseling, assist pupils in their problems, conduct research and evaluation and supervise pupils in developing their whole persons.

In terms of capability findings revealed that designated guidance counselors were capable of their designations because of their personal qualities such as caring, understanding and patient, their ability to listen to the concerns of the pupils and experience.

In terms of effectiveness designated guidance counselors revealed that their effectiveness in enhancing pupils' academic, emotional and personal development can be achieved effectively by developing their personal competencies through their attendance in seminars and trainings, enrolling in graduate studies, conducting researches and by establishing good relation to pupils and clients.

Data indicated that individual inventory was made using anecdotal reports, filling-up personal data sheet, conducting needs assessment and interview.

It was highlighted that orientation, seminars, anti-drugs awareness and anti bullying information campaign, lectures on “how to make your child bright” and lectures on school policies, school discipline and information dissemination to pupils with behavioral problems and low performance were made as information activities.

Findings revealed that remedial classes/periods, tutorial sessions, group counseling, case study and home visitation were among the facilitation services conducted by guidance counselors in Roxas City Division.

Findings revealed that teacher-counselors agreed with the fact that school resources, facility, work overload, bullying and child abuse were the challenges they faced as designated guidance counselors.

CONCLUSIONS

Based from the findings of the study, the following conclusions are developed:

1. Designated guidance counselors ascribed their job to include conduct group counseling/classroom or group guidance activities, ensure gathering and recording of complete client data for the individual inventory, asses needs as basis for activities, collects and disseminate information to the appropriate persons, writes reports and keep records in confidential manner.
2. Designated guidance counselors possess personal qualities, ability to listen to the concerns of the pupils and experience which are essential to perform their functions. However, they lack trainings and educational qualification for guidance counselors.
3. Designated guidance counselors competencies can be achieved by their attendance in seminars and trainings, enrolling in graduate studies, conducting researches and doing case studies.
4. Individual inventory, information, and facilitation services were used and conducted by the designated guidance counselors in Roxas City Division.
5. Designated guidance counselors in Roxas City Division face problems and challenges such as school resources, facility, work overload, bullying and child abuse that influence their organization and implementation of guidance services.

RECOMMENDATIONS

Based on the conclusions of the study, the researcher proposed the following recommendations.

1. Designated guidance counselors should have a standard format in place to document and review each student's individual inventory.

2. School counselors should attend seminars related to qualities and competencies of counselors, basic facilitating skills and how to handle students at risks.
3. Designated guidance counselor may identify more problems and challenges by conducting a survey utilizing an instrument. This can be done by allowing other designated guidance counselors participation. Challenges can also be identified by creating a network of guidance counselors through a professional organization.
4. District Supervisor may appoint Guidance District Coordinator who will spearhead the planning of the guidance services, monitor its implementation and conduct evaluation of the guidance activities within the district.

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FINANCIAL STATUS AND WORK PRODUCTIVITY AMONG GOVERNMENT EMPLOYEES IN BACOLOD CITY

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ABSTRACT

The purpose of this study was to determine the relationship between financial status and work productivity of Bacolod City government employees for the calendar year 2019-2020.

The respondents of the study consisted of 224 employees from only four different (4) government agencies in Bacolod City. The study used a descriptive correlational research design in order to describe the relationship between the variables in the study. In determining the employees' financial status and level of work productivity, a researcher-made survey questionnaire was employed as the instrument of the study.

Data gathered were analyzed using mean and standard deviation. Analysis of Variance (ANOVA) was employed to determine the significant differences existing among variables, and Pearson Product Moment of Correlation (Pearson r) was utilized to determine the relationship between respondents' financial status and work productivity.

Results of the study suggested that the degree of financial status among respondents was evident. It was found out that they constantly manifested the condition of financial stability and management of their finances as observed time after time. Findings further showed that their level of work productivity were very satisfactory. It was revealed that the knowledge in relation to finances and capability among respondents x constantly manifested a positive condition observed several times. Their socio-demographic profile such as age, family dependency status, and average monthly income were all found to have a significant difference in the financial status of respondents and their work productivity. The results also affirmed the significant relationship between one's financial status and work productivity;

hence, the implication of the study was, the higher the degree of financial status is, the greater the work productivity of the employees are.

INTRODUCTION

Background and Rationale of the Study

Every single employee in the organization manages and deals with money. Naturally, a financially stable worker will most likely be productive and efficient at the workplace. Financial security is believed to be a solid precursor of increase productivity. The bottom line is that, financially well employees come to work more engaged, and are more productive during the workday.

In a 2014 research conducted by Ipsos Reid Health and Wealth Wellness for Manulife, it showed that financially well employees consistently show a higher level of engagement at work compared to the financially unwell. They are more likely to say they enjoy going to work, and to feel motivated and productive during the workday. They are also more likely to feel valued and supported by their employer and to feel that their skills and knowledge are well utilized.

A study of employers from U.S. and Canada by Lockton Retirement Services disclosed that one in five workers reported feeling extremely anxious, mostly because of their job or finances. They were more than four times as likely to suffer from symptoms of fatigue, headaches, depression or other ailments. They were also twice as likely to report poor health overall, leading to more sick days, increased absenteeism and decreased productivity (Miller, 2016).

In the United Kingdom, according to the findings of Netemeyer, et al (2017), perceived financial well-being is a key predictor of overall wellbeing and comparable in importance to the combined effects of other life factors such as job satisfaction, physical health assessment, and relationship support satisfaction.

Moreover in South Africa, a research indicated that financial wellbeing have an impact on financial interference. Financial interference, in turn, does have an impact on both productivity and

absenteeism. According to the study, personal financial wellbeing also affects both productivity and absenteeism directly (Vuren, 2015).

In the Philippines, the idea of an employer getting involved with employees' financial concerns has never been an area of interest to the organization as personal issues of workers are left to be resolved on their own with the belief that there are no repercussions on the bottom line. Though the issue itself is common, the scope is often underestimated and certainly such viewpoint is ill-advised. As financial distraction takes its toll on employees' productivity, organizations of all sorts are not spared from its impact. Nevertheless, the importance of the Human Resource in this work-life balance became more crucial and fitting now than ever to meet the demands of time.

In Bacolod City, a study conducted in a maritime school revealed that the employees have a fair level of financial wellness, a moderate level of financial literacy, a very satisfactory level of financial behavior, and a low level of financial stress (Parcia, et al, 2017).

Bacolod City, likewise, is a highly urbanized capital, communication, trade and service center in the Province of Negros Occidental. The booming urban development also paved way to a dynamic trade industry of automotive dealers, retail stores, shopping mall, and restaurants alike offering the working populace more opportunities to spend their hard-earned wages. As with every economic development, progress has its own drawbacks and it greatly affects the general public. This can be attributed to the thriving informal credit lenders, the unending cycle of loans (one after the other) by the majority of public employees and the reality of relentless poverty.

From a global perspective, there are a significant number of studies pertaining to workers financial well-being affecting productivity; yet insufficient research can be found within the government service context of the Philippines, particularly in Bacolod City. The researcher oftentimes observed in her workplace the common practice of several government employees taking out on loans from informal creditors with interests ranging from as low as 20% to as staggering as 50%; and the cash loan usually does not end with a single moneylender. This has become a normal cycle of life in the workplace whole-year round. Such unfortunate occurrence is believed to be a result of having an unstable financial condition brought about by poor management

of finances to begin with. The ability to focus at work is mostly affected and tardiness is evident. These underlying causes inspired the researcher to undertake this study in order to determine the magnitude of difference in the productivity between the financially stable and financially unstable employees. The researcher herself had partaken in this study as well.

The employee's well-being is of paramount importance as highly motivated individuals tend to contribute more to the success of the organization. Furthermore, the results of this research will not only provide valuable insights for management to understand the implication of their employee's financial well-being but, it will also likely motivate them as well to initiate financial wellness programs to make their workers more equipped in managing their personal finances.

Statement of the Problem

This study tried to determine the extent of financial status and work productivity among selected government employees in Bacolod City.

Specifically, this study sought to answer the following questions:

1. What is the degree of financial status of selected government employees in Bacolod City as a whole and in terms of financial management and financial stability?
2. What is their level of work productivity as a whole and in terms of knowledge and capability?
3. Is there a significant difference in the degree of financial status when they are grouped according to age, family dependency status and average monthly income?
4. Is there a significant difference in their level of work productivity when they are grouped according to age, family dependency status and average monthly income?
5. Is there a significant relationship between the degree of financial status and the level of work productivity among government employees in Bacolod City?

Theoretical Framework

Two model theories were utilized as main references in this study namely Maslow's Hierarchy of Needs Theory and Joo's (1998) Conceptual Model of Personal Financial Wellness and Worker Job Productivity.

Abraham Maslow developed the needs hierarchy theory in which human needs are arranged in a hierarchy of importance. Maslow believes that human needs can be organized in a framework that tells us which needs we will normally pursue first and which needs that we will pursue last (Reeve, 2005). Needs hierarchy theory suggests that people always want what they do not yet have. Consequently, the needs that are already satisfied no longer provide any motivation for behaviour and new needs must rise to prominence. Once people have satisfied their lower level needs, they can pay attention to higher level needs. Five basic needs proposed by Maslow are: physiological, safety, social, esteem and self-actualization (Munisamy, 2013).

Another theory employed in this study was So-hyun Joo's Conceptual Model of Personal Financial Wellness and Worker Job Productivity which states that the demographic characteristics of an individual such as his marital status, income, education, age and the number of dependents in the household, as well as his financial knowledge and his financial behavior influence his financial wellness. Based on this framework, financial wellness may be considered as an important aspect of overall well-being.

When employees are financially stable, they may manifest a general positive behavior towards work thus, making them productive and efficient workers. Therefore, the researcher believed that the aforementioned theories were appropriate for the framework of this study.

Conceptual Framework

This study was based on the assumption that the independent variable, which is the socio-demographic profile of government employees in terms of age, family dependency status, and average

monthly income was assumed to affect the dependent variables, which are the employees' financial status in terms of financial management and financial stability; and the employees' work productivity in terms of knowledge and capability components. The financial status of the employees, likewise, was presumed to have an influence on their work productivity.

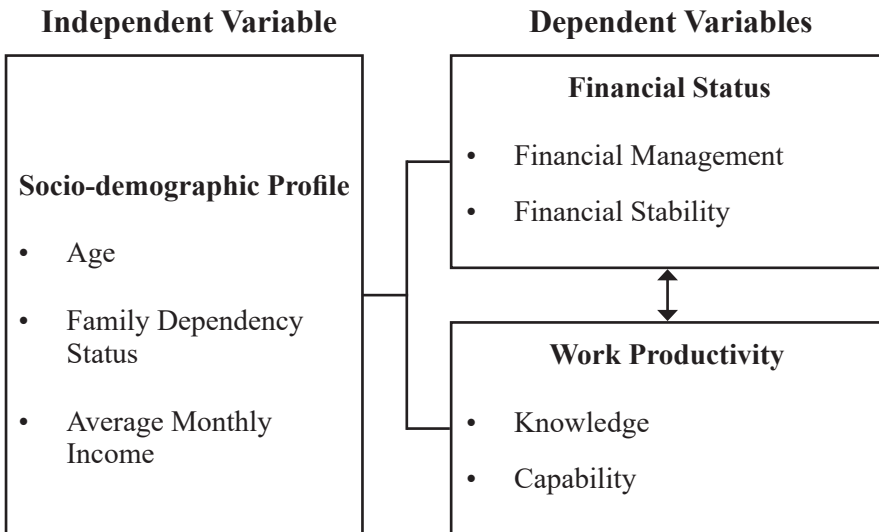


Figure 1. The schematic diagram of this study.

RELATED LITERATURE

Employee productivity, sometimes referred to as workforce productivity, is an assessment of the efficiency of a worker or group of workers. Typically, the productivity of a given worker will be assessed relative to an average for employees doing similar work. Because much of the success of any organization relies upon the productivity of its workforce, employee productivity is an important consideration for businesses (Rouse, 2014). The relationship between personal finance and productivity is extremely significant because of the potential impact it has on the efficiency and effectiveness of the workers.

Financial management. In Vietnam, a study investigated factors

affecting personal financial management behaviors in the sample of 307 young Vietnamese young people. The research model is examined by using a survey approach on the youth in Vietnam. The findings suggest that, three key factors including personal financial attitude, financial knowledge and locus of control have direct effects on financial management behaviors, in which they explained 62.1% of the variance of financial management behaviors of respondents. Financial attitude and financial knowledge significantly positive relate to financial management behaviors (Mien and Thao, 2015).

An American survey, commissioned by the American Psychological Association in 2016, found out that about one-third assessed are vulnerable to living beyond their means and having serious debt. This anxiety can also impact the workplace in the form of lost productivity, heightened risk of on-the-job accidents and absenteeism. The survey further found out that on average, 11.3 days were lost days of productivity per year due to sleep deprivation as a result of financial worries (McDonald, 2016).

However, the dissimilarity of the paper is its focus and emphasis on the unfavorable effects of bad financial management of the respondents while in this study, both the negative and positive outcomes of financial management will be studied.

Financial stability. In 2011, a study was conducted to examine determinants that influence financial wellness among 200 Malaysian workers. Samples were selected using multi-stage sampling technique among employees in public and private sectors. The findings identified that financial behaviors, financial stress level, financial literacy, income, gender, marital status, home ownership, and education had either a direct or indirect effect on financial wellness. Age and ethnicity were found to not significantly affect the financial satisfaction (Delafrooz and Phaim, 2011).

A survey by Lockton Retirement Services involving various employers from U.S. and Canada in 2016, study showed that workers are struggling with debt (66%), saving for retirement (60%), saving or paying for children's education (51%), covering basic living expenses (48%) and paying for medical expenses (36%). A quarter of employers have also noted that the "sandwich generation" is struggling with supporting their families both their children (sometimes grown) and

aiding elderly parents. Four out of five employers say their employees' personal financial issues are "somewhat," "very" or "extremely impactful" on their job performance. The top areas affected include the inability to focus at work (60%), and absenteeism and tardiness (34%)(Miller, 2016).

Knowledge. An exploratory study in Nebraska seeks to establish the relationship between age and income with financial planning and it also studies whether age and income have a positive correlation with the choice of investment products. Out of 404 respondents, analysis show that majority of individuals have set financial goals but they are unaware of how to meet their future financial goals. Also investors are not correctly aware of which product to invest in given their age and income bracket (Dam and Hotwani, 2017).

Financial education positively influenced financial knowledge which in turn, significantly predicted both financial attitude and behaviour in young working adults in the country, according to a Malaysian study. A conceptual model was proposed based on the theory of planned behaviour to examine the relationship between financial knowledge, attitude, behaviour and financial literacy among young working adults in Malaysia. Perceiving financial literacy as a developmental process which includes knowledge and application dimensions, the proposed model was tested on a sample of 1915 young working adults from Klang Valley, Malaysia. Data was analysed using structural equation modelling (SEM).

Results also indicated that attitude partially mediated the effect of knowledge on behaviour. Analysis revealed that in terms of financial attitude, "future and non-impulsiveness" was significant while in financial behaviour, "expenditure monitoring and saving behaviour" was critical (Yong, C. et al, 2018).

Capability. Managers want to maximize their employee productivity. One way to do this is to improve employee performance. There is a significant amount of research showing that employees with poor financial situations do not perform as well as employees who do not have poor personal financial situations. The link between personal finance and job performance is the level of stress that a poor financial situation causes. The study concludes that personal financial stress decreases employee productivity. It is valuable for employers to offer

financial education programs to their employees. These programs have a positive effect on employee's personal finance management (Martines, 2015).

Intellectual capital is regarded as one of the most important assets of any organization thus, making personal financial wellbeing on employee productivity and absenteeism as part of total employee cost. Employees need to be innovative continuously and maintain high levels of productivity in order to reach organisational goals. Financial wellbeing was found to have a direct impact on both productivity and absenteeism (Vuren, 2015).

Motivation shows a crucial significant part in all private and public organizations. Organization cannot run and cannot attain their desire goals and objectives without motivating their employees. 200 questionnaires were administered to find out the impact of motivation on employee performance and job satisfaction in IT Park (software house) sector of Peshawar, Pakistan. The data for the research study has been collected from distract Peshawar, Pakistan using structural questionnaire. The results from the study explores that motivation plays an important role toward the performance of employees and job satisfaction in the IT Park (software house) sector of Peshawar, Pakistan (Qatmeemalmarhoon, A. et al, 2017). Based on the results obtained in their study, it showed that motivation has a positive effect on Oman employees' performance and commitment.

Financial instability and workplace performance are linked, causing increased absenteeism, loss in productivity and higher health care costs. Financial worries have resulted in a 34 percent increase in absenteeism and tardiness, according to the Society for Human Resource Management. And one study from the Center for Retirement Research at Boston College found that financially unstable employees miss almost twice as many days (3.5) each year compared to their stable counterparts. When workers are missing, their workload goes undone potentially resulting in even more widespread stress by asking other employees to cover. According to a Pricewaterhouse Coopers Employee Wellness Survey, it was found out that nearly half of employees spend more than three hours per week distracted by personal finances. This means that even when your employees are present, they aren't working at full capacity (Vozza, 2018).

The above-mentioned journals and studies are similar to the present research in terms of the relevance of capability to the investigated topic, which is consistent with the findings of Martines (2015) suggesting that personal finance affects employee productivity; which is also comparable with the study of Vuren (2015) revealing that financial well-being have a direct impact on productivity; which is the same with the study of Jankingthong and Rurkkhum (2012) implying that work engagement and public service motivation have direct effects toward job performance; which is similar with the results of Al-Omari and Okasheh (2017) indicating that as employees' motivation rises, their job performance increases; to which it is also supported by the study of Qatmeemalmarhoon, et al (2017) stating that motivation has a positive effect on Oman employees' performance; and which is similar with the report of Vozza (2018) suggesting that financially unstable workers are distracted at work.

Financial management. Around 70 percent of employees surveyed suffer from problems as benign as not knowing how to grow money for future needs to as malignant as not even having enough money for transportation to get to work, according to the research conducted by the Personal Finance Advisers Philippines Corp., or PFA (Cruz, 2011).

Everyone needs to satisfy his/her basic needs first before thinking about saving and investment, according to a research. A study was conducted on the personal finance practices of Customer Service Associates of a BPO company in Cebu and it was found out that the CSA's can easily determine what to be considered first in their monthly budget. Logically basic needs like food/meal, bills, transportation, clothing and house rental come first into consideration. Next to the basic needs is savings. However investment is the last item considered (Barte, 2014).

In a separate study in Cebu, the research evaluated how Overseas Filipino Workers and their households allocate remittances. The study found out that most respondents were young, married professionals, earn PHP30,001 to 70,000, follow a monthly budget plan, save PHP 10,000 or less monthly, don't have any multiple loans nor credit cards, spend more on basic necessities, covered with insurance, own several properties, manage business and don't have any will. In addition,

factors moderately influence the financial decision to invest for education (Galvez, 2017). The aforementioned studies are similar to the present study in terms of the relevance of financial management to the investigated topic, which is consistent with the report of Cruz (2015) namely, employees are not well-informed on how to grow their money and are unable to get to work due to lack of money; which is comparable with the research of Barte (2014) suggesting that the Customer Service Associates knew how to allocate their monthly resources; and by the study of Galvez (2017) implying that the OFW's and their families manage their remittances well by following a budget plan while avoiding unwarranted expenses.

Knowledge. In a study involving financial literacy and financial management practices of employees in a private university, results suggested that most respondents showed moderate and high literacy in saving and investment while generally, they showed moderate literacy in credit. Their savings are normally kept in banks and other financial institutions within the university. Likewise, they prefer the financial services of the same for their financial needs over other means such as those offered by credit card companies and financial entities outside the university. Meanwhile, real estate is the most common investment among the employees (Aldovino, Pangiligan & Bermude, 2013).

Previous studies have been conducted by financial agencies and business institutions in assessing the financial literacy in the Philippines. The reports revealed eighty percent (80%) of working, middle class Filipinos see a bleak retirement and more than half expect to be supported by their children in their old age. Only ten percent (10%) of Filipinos are consciously saving up for retirement. Among the working, middle class, eighty-four percent (84%) have no formal financial plan. Although these reports may be disappointing, there is actually some good news. One financial agency reported that in a population survey, they've discovered that more than half of Filipinos believe on the importance of saving (Villafuerte, 2015).

A 2017 survey administered to 96 employees in Bacolod City showed that, employees were found to be comparably the same in their state of financial wellness regardless of their age, family status, sex, tenure, and job position. They also demonstrated a comparable financial behavior, except when they were grouped according to age.

Results of this study implied that being financially literate could improve the employees' ability to manage their financial resources (Parcia and Estimo, 2017).

The aforementioned articles from the web are similar to the present study in terms of the relevance of knowledge to the investigated topic, which is consistent with the results of Aldovino, et al (2013) stating that majority of respondents exhibit moderate and high literacy in saving and investment; which is comparable to the report of Villafuerte (2015) suggesting that though the general Filipino population have low financial literacy, more than half of them value the importance of saving; and which has the same findings with the study of Parcia and Estimo (2017) implying that being financially literate means better management of financial resources.

However, the dissimilarity lies in employing financial literacy as one of the factors affecting the respondents' financial status while in this study knowledge relating to the respondents' finances was applied.

Capability. There is no relationship between job satisfaction and the motivating factors in the hierarchy of needs, according to the findings of a study involving academic librarians in Panay. The survey type of the descriptive method was used through a self-constructed questionnaire conducted to 36 academic librarians in the provinces of Aklan, Antique, Capiz and Iloilo. Librarians are satisfied when administrators provide assistance for the development of their academic qualification, assists in improving their libraries' facilities and look on their personal needs and development. Implications of the study disclosed that the theory of Maslow existed in any working condition and demands school administrators to put up strategies in order to create more favorable working conditions. As needs of librarians are met, they can work effectively (Rose, 2010).

Philippine employees have lower financial literacy when compared to their Asian counterparts, studies among employees in Asia found. In the workplace, employees without financial problems have been observed to be more productive and to have better attendance records. Thus, while an Employees Financial Wellness Programs (EFWP) improves the financial wellbeing of employees, the firm also achieves its business goals. In sum, employees who achieve financial wellness will also experience overall wellbeing (Bautista, 2018).

METHODOLOGY

Research Design

The researcher used the descriptive correlational design of research in this study. The purpose of descriptive research is to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people; meanwhile, the correlational research design is used by investigators to describe and measure the degree or relationship between two or more variables or sets of scores. This study was descriptive because it described the degree of financial status among government employees and the level of their work productivity. It also tried to find out whether there was a significant difference in the degree of financial status of the respondents when they are grouped according to age, family dependency status and average monthly income; and whether there was a significant difference in their level of work productivity when they are grouped according to age, family dependency status and average monthly income. It was also correlational as it tried to measure whether there was indeed a significant relationship between the degree of financial status and the level of work productivity among government employees.

Therefore, this design was appropriate in this study since it described the socio-demographic profile of the employees and tested the relationship between the respondents' financial status and their work productivity.

Research Participants and Sampling Procedure

The respondents were the government employees from the four identified national agencies in Bacolod City during the calendar year 2019-2020.

A sample of 224 employee-respondents were obtained from a total of 512 government employees from Bacolod City. This was attained through a random sampling technique called the Slovin's formula to derive the proper sample size for this study.

Furthermore, the proportional allocation formula by Pagoso (1985) was used to calculate the appropriate sample for each agency. This technique allowed the researcher to obtain a more specific number of employees representing the total population per government branch.

Government Agency	Population	Sample	Percentage
Land Transportation Office	121	53	23.66
Department of Education	298	130	58.04
Department of Science and Technology	22	10	4.46
Department of Labor and Employment	71	31	13.84
Total	512	224	100 %

Research Instrument Used

The researcher used a researcher-made survey questionnaire (see Appendix B) to collect the information needed in this study. The research instrument comprised of three parts. Part I gathered data on the employees' socio-demographic profile such as age, family dependency status, and average monthly income. Part II gathered data on the degree of financial status of employees namely, financial management and financial stability whereas, Part III focused on questions about work productivity in terms of knowledge and capability.

The research instrument was subjected to content and face validation by a panel of experts. These experts were from three different fields of specialization specifically, an expert in the field of business and administration; a statistician; and a linguist. The Cronbach Alpha was utilized to measure the reliability of the questionnaire. The instrument was deemed reliable by obtaining an alpha level of 0.806. It was then pilot tested to 30 respondents who were not included in the final survey.

To determine the employees' work productivity in knowledge and capability, the researcher employed the following scale and descriptions: outstanding (O) for the score of 5 which means that the

respondent significantly manifested a very positive condition observed at all times; very satisfactory (VS) for the score of 4 which suggests that the respondent constantly manifested a positive condition observed several times; satisfactory (S) for the score of 3 which translates to occasionally manifestation of the respondents of a positive condition observed at certain times; moderately satisfactory (MS) for the score of 2 which indicates that the respondent hardly manifested a positive condition; and lastly, non-satisfactory (NS) for the score of 1 which denotes that the respondent manifested a negative condition.

Data Gathering Procedure

Consent in conducting the study was requested from the thesis adviser, the dean of the graduate school, thesis panel and lastly, the District Heads of the four government agencies through the distribution of permission letters (see Appendix A). Upon approval, the researcher immediately distributed the questionnaires to the participants through their Administrators. The respondents were chosen according to their convenience and willingness to join in this study since everyone was preoccupied with their respective work. The researcher explained the instructions thoroughly from part I to part III to respondents and they were given ample time to answer the questionnaire. The duly accomplished questionnaires were then gathered by the researcher, checked for completeness, tallied and interpreted by the appropriate statistical tools.

Data Analysis and Interpretation Procedure

The collected data was organized, summarized, and encoded.

Statistical Package for Social Sciences (SPSS) was used to analyze data.

For problems 1 and 2, descriptive analysis was used. Mean as central tendency was used.

For problems 3 and 4, in determining the significant difference

in the degree of financial status when grouped according to selected variables, one way ANOVA was used.

For problem 5, Pearson product moment correlation was used to determine the significant relationship between the financial status and work productivity of the employees.

FINDINGS OF THE STUDY

Results implied that there was a significant relationship between the financial status and the work productivity of the employees; the higher the degree of financial status is, the greater the work productivity of the employees becomes. Most of the employees displayed high work productivity. Financial status was also evident in most of the employees regardless of their age, monthly financial income, and family dependency status. These factors are also seen as influential to the financial status and work productivity of the employees.

CONCLUSIONS

Based on the findings of the study, the following conclusions have been drawn:

It was evident with the employees that they had financial stability. They maintain their own savings and they try to earn additional income; through this, they have established financial stability.

With regard to financial management, results also showed that it was evident that they manage their finances well. They have lesser problems with regards to their bills and payment. They also manifested that they have a piece of mind and less bothered by their bills that they need to settle.

It has been seen that there was a significant difference in the degree of financial status when they are grouped according to variables.

Results showed that the difference in age was significant in the degree of financial stability of the employees with a significant value of 0.216.

Socio-demographic profile such as age, family dependency, and monthly income showed significant difference in their level of financial status and work productivity. These factors were determinants in the attitude manifested by the respondents.

In conclusion, financial status was related to the work productivity of the employees. The implication of the study was, the work performance of the employees was the reflection of one's financial condition. When the financial status of the employees are doing well, their productivity at work also improves correspondingly.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are drawn:

Most of the employees have children or relatives whom they have to support during their old age. This means that the employees are ill prepared when it comes to their future financial state. Unsurprisingly, majority of them cannot settle their utility bills such as electricity, water, cable, and telephone among others without having to borrow payment to be able to meet these obligations. The agencies must educate their employees that these factors are highly influential to their financial condition. There are several measures to prevent adversities like these from happening again and it includes having a financial advisor assess their current financial condition, which is absolutely free all the time. The Human Resource can also arrange for this so each employee can have a tailored program to accommodate their personal needs. Based on their earning capacity, the financial advisor will then provide them with timely suggestions on how to prepare diligently for their future needs. In addition, the employees must adopt a regular monthly budget plan and stick to it. It is easy to steer away from their budget especially, when they always have the impulse to buy or spend. It will not only help organize their spending but this will also aid them in tracking their financial goals as well.

When they have an adequate understanding on where they currently stand financially, the employees will be able to have a clearer picture

to where they are headed from now and how they want their future selves to be at.

Furthermore, the government employees do not possess sufficient skills to manage their own financial resources and they do not innovate or create new ideas beneficial to their job. In order to counter this, the agencies must conduct programs and provisions that would enhance the knowledge, boost the morale and creativity of the employees since these factors affect their work productivity. Through regular financial mediation or consultation by the Human Resource Department with the employees concerned, the agency will have a better view of their employees' behavior and reasons of such in the workplace. If they have an increased awareness on why the employees became motivated or demotivated with their job, they will be more proactive towards these subjects and take pre-emptive measures to address issues directly affecting their workers' productivity. Thus, in every decision-making by the top management, it shall take into account the general well-being of the entire workforce for the benefit of all.

In addition, the agency must have financial wellness programs in educating their employees with regards to better handling their finances. These programs must be tailored within the different age groups and dependents of the employees. Many of their employees belong to the first age bracket which means that the younger workers have a lot of expenses to consider, others have children to support. They are just beginning to work on stabilizing their finances and are still in the process of building their own future wealth. Since majority of them have a high salary, the agency must also expose these young employees to wealth-enriching programs that will build and strengthen their financial status over time.

Moreover, the agency must develop different performance enhancing programs that would boost productivity of the employees that is age appropriate and at the same time, would help them generate additional income which is favorable to those having dependents to support. Activities that would promote a healthy productive environment for the employees would also be great in enhancing their work productivity such as incentive-based work performance.

Lastly, the government agencies must have financial wellness

platforms to support the financial well-being of the employees. This can be addressed by holding annual financial education and financial wellness seminars that would educate employees at better handling their finances or how to grow their money in order to better improve their efficacy at the workplace. The agencies must invite financial wellness coaches to hold such seminars. They are simply the people whom the employees can talk to. These coaches are trained and certified to provide a vast range of services, all of which aim to help the employees improve their financial situation. Since the results suggested that there is a positive correlation between the two, it is imperative that the government agencies must take steps that will promote their employees' financial condition since it will result into higher work productivity and work engagement.

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SPIRITUAL AND EDUCATIONAL VALUES OF MILLENNIALS IN PRIVATE SENIOR HIGH SCHOOLS IN ROXAS CITY

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ABSTRACT

The study investigated the spiritual and educational values of the one thousand five hundred twenty seven (1,527) randomly selected millennials in private senior high schools in Roxas City during the school year 2019-2020. A researcher-made questionnaire was used as main instrument in generating the needed data. Statistical tools used to analyze and interpret data were frequency count, percentage, mean, t-test, Analysis of Variance (ANOVA) and pearson-r.

The findings of the study revealed that millennials perceived their extent of spiritual values and the degree of their educational values as “high”, the extent of spiritual values of respondents differed in terms of sex and mother’s educational attainment. It further showed the significant difference in the degree of their educational values when they were grouped according to socio-demographic profile except age, sex, religious affiliation, and father’s educational attainment.

The extent of spiritual values of millennials was significantly related to their degree of educational values.

Keywords: spiritual, educational, values, millennials

INTRODUCTION

Background and Rationale of the Study

As societies evolve each new generation brings forward distinctive spiritual and educational values. These adaptations are facilitated by new generational members who introduce their views because they perceive the world through a different lens. Major societal events such as school violence and social media of the past few decades have

exerted a major influence over our evolving generation's conduct and demeanor (McHugh, Odierno, and Chandler, 2012).

In southeastern United States which includes the White, African American, Asian, and Hispanic found out that religiosity but not spirituality is a predictor of students' attitudes and behavior. Spiritual development of individuals has been identified as one of the important contexts for establishing spirituality. Spiritual development is a process during which the psychological welfare rooted in innate thinking is enhanced. The growth and development of spirituality in people is believed to cause educational growth and moral reinforcement (Neson, et.al., 2016).

Millennials identified themselves as being more spiritual than religious. Further, they believe that participating in religious activities was significantly and negatively related to attitudes and behavior. However, because religiosity in their study emphasized behaviors, it is not surprising to find that students who behaved in "religious activities" also demonstrated more educational values. The act of attending church and participating in other religious activities likely reinforces the positive and ethical behaviors of students by keeping their values relevant to them. In this case, students' strong attitudes toward attending church and participating in other religious activities increase awareness of right and wrong, resulting in educational values (Grossman, 2010).

On the other hand, Rappler (2016) conducted a survey to have a better understanding of Filipino Millennials. Results from the 612 responses received nationwide showed that the top five words used to describe Filipino Millennials are "confident", "driven", "self-centered", "ambitious", and "passionate" (Garcia, 2016).

Accordingly, all millennials, their fresh and innovative ideas, without a doubt, can bring something to the table. In fact, a recent global survey by the World Economic Forum found that most millennials see the world as full of opportunities, and they trust themselves most to solve local challenges (De la Cruz, 2016). Millennials in today's generation are less religious and are on track to become the most educated generation. When it comes to education, this generation aims high. In the long run, such values can pose improvement to the millennials' values both spiritual and educational. Despite such, there

are still millennials today are less religious.

This is why it is important that teachers must understand where millennials are coming from – look at their context, what kind of world they grew in, what values they prioritize. All that's needed are the right mix of guidance, mentorship, and open-mindedness from their teachers. The researcher as a Values education teacher, considers values as a big deal. She is challenged to explore on the spiritual and educational values of the millennials in private senior high schools in Roxas City. This exploration effort may provide a concrete evidence along this research interest.

Statement of the Problem

The main purpose of this study was to determine the spiritual and educational values of millennials in private senior high schools in Roxas City this school year 2019-2020.

Specifically, this study sought to answer the following questions:

1. What is the extent of spiritual values of millennials in private senior high schools in Roxas City as a whole and in terms of their religious activity engagements, and witnessing of Christian virtues?
2. What is their degree of educational values of millennials in private senior high schools in Roxas City as a whole and in terms of curricular activity engagements and extra-curricular activity engagements?
3. Is there a significant difference in the extent of their spiritual values when they are grouped according to age, sex, religious affiliation, parent's educational attainment, and monthly family income?
4. Is there a significant difference in the degree of their educational values when they are grouped according to age, sex, religious affiliation, parent's educational attainment, and monthly family income?
5. Is there a significant relationship between the extent of spiritual

values and the degree of educational values of millennials in private senior high schools in Roxas City?

Hypotheses of the Study

The following null hypotheses were formulated by the researcher:

1. There is no significant difference in the extent of their spiritual values as a whole and when they are grouped according to age, sex, religious affiliation, parent's educational attainment, and monthly family income.
2. There is no significant difference in the degree of their educational values as a whole and when they are grouped according to age, sex, religious affiliation, parent's educational attainment, and monthly family income.
3. There is no significant relationship between the extent of spiritual values and the degree of educational values of millennials in private senior high schools in Roxas City.

Theoretical Framework

This study is anchored on the theory of Strauss-Howe Generational Theory (2007) which describes the historical generations through cyclical changes called “turnings.” Howe later explains this terminology by stating that “every generation turns the corner and to some extent compensates for the excesses and mistakes of the midlife generation that is in charge when they come of age. According to Strauss-Howe Generational Theory, earlier generations have the greatest influence over new generations.

This theory is supported with the Theory of generations of Karl Mannheim's which explain how important historical, cultural, and political events of the late 1950s and the early 1960s educated youth such as their involvement along with other generations.

Another theory which supports the theoretical framework of this study is the Self Awareness Theory of Cherry, and Rhodes (2013)

which states that Self-awareness is the capacity to take oneself as the object of thought—people can think, act, and experience, and they can also think about what they are thinking, doing, and experiencing at a given moment, people can focus attention on the self or on the external environment. Focusing on the self enables self-evaluation. When self-focused, people compare the self with standards of correctness that specify how the self ought to think, feel, and behave. The process of comparing the self with standards allows people to change their behavior and to experience pride and dissatisfaction with the self. Self-awareness is thus a major mechanism of self-control. This can relate to the present study about millennials, according to many studies, because they act and have different outlook in life.

Thus, to enhance the quality of education, there is a need to improve the values of the students. This could be done through provision of developmental programs that will help students build efficient and effective study habits and positive attitudes towards learning, in an early stage of their studies. Engaging students in educationally purposeful activities that will result in high levels of learning and personal development for all students is likewise suggested. But they are expected to act likely as expected from them comparing themselves with the standard of correctness that specify how the self ought to think, feel, and behave.

Conceptual Framework

This study considers the socio-demographic profile of the respondents such as age, sex, religious affiliation, parent's educational attainment, and monthly family income as the independent variables and spiritual values such as religious activity engagements, and witnessing of Christian virtues, and the educational values such as curricular activity engagements, and extra-curricular activity engagements of millennials in private senior high schools in Roxas City as dependent variables.

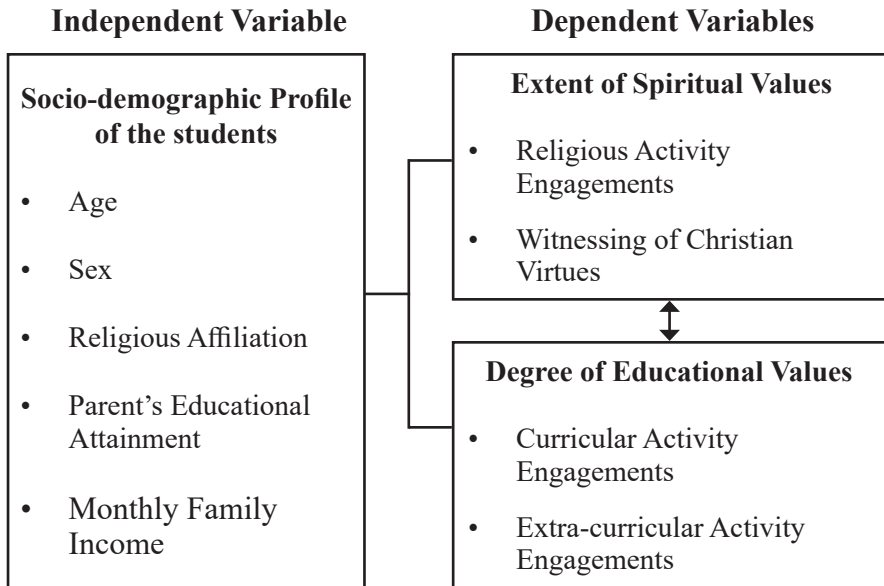


Figure 1. Schematic diagram showing the interaction of the variables in the study.

RELATED LITERATURE

Change is part of life, and has occurred in every generation throughout history. As stated by a millennial named Archie who said, “We are really different from either Gen X or the Boomers” (Rainer & Rainer, 2011, p.15).

In the study done by Ramey (2018) the phrase “spiritual but not religious” has gained so much popularity over the years that it has evolved to become one of the main identifiers of the millennials aged 18 to 34. Studies conducted within the last two years revealed that, compared to their parents and grandparents at the same age, millennials are considerably less likely to be attached to ideals of organized religion.

As young people move away from religion, many are now deriving their sense of community, meaning, and self-identity from their work.

According to a recent study by the Pew Research Center, (2012) 83% of Americans over the age of 40 have some sort of religious

affiliation, and 57% say religion is very important to their lives. At the same time, only 66% of those under the age of 40 are affiliated with a religious institution, and only 51% say religion is very important to their lives.

In line with this, millennials look to the self for guidance, about what to do, they do not appeal to a sacred text, but rather look within for guidance. What their strength tells them, or what their instinct reveals, is what orients them. For this reason, a number of scholars have deemed it, “self-spirituality”. Millennials are increasingly moving away from the religious affiliation of their childhood. Further, millennials abandoned hope for religion but respect human rights. The movement away from religion towards “spirituality” reflects a desire to leave behind hierarchical understandings of religion towards a more socially liberal one (Watts, 2018).

A Study in the UK revealed that instead of being an entirely secularizing force, universities created a space that fostered religiosity in the campus. The study moreover mentioned that a huge number are unchurched students but high in various areas such as frequently praying, Bible reading and engagement in Christian activities in the University. Further, it stressed that what Christianity undergoes for young people is, in fact, a transition regarding how they view and embody religion. The UK Youth on Religion study shows that the largest proportion of adolescents who profess to be Christian are flexible advocates. These are believers willing to accommodate to their faith multiple world views such as science and other moral codes as convinced that some Christianity's traditions may be ated (Canales, 2010).

Spirituality isn't something that is essentially synonymous with religion. Instead, it's forceful and is expressed in a massive amount of ways and, much like self-expression, changes throughout the course of one's life. Modern spirituality, which involves picking different beliefs and practices that fit one's identity, allows millennials to find a sense of belonging while still placing value on self-expression. And while no one can say whether or not organized religion will make a comeback in the future, it's apparent that as of right now, individuality and religion are at a great disconnect, leading young adults to look elsewhere for a spiritual connection (Nazam , 2016).

Millennials in their mind are looking for self-identity as they tend to ignore the ways of older generation. Furthermore, they wish to follow an advice and they want to experience their own reality.

In their research, Stetzer, et.al. (2009) found that most of the teens in America are some of the most religiously active people. The millennials favorite way of describing themselves is that they are spiritual but not religious. It is believe that Christianity is more about the traditions of the church than about loving God and the people. Further, it indicates that millennials would prefer to read inspirational books or watch a worship service on television than attend a church service in person. As such, many millennials are not convinced that the church is relevant to how they live their lives. Their beliefs suggest they lack the biblical knowledge regarding God, scripture, and what it means to be spiritual.

Although there has been a decline in religious attendance among millennials, there has not been a decline in the importance of faith in their daily lives. It further discuss that out of 1,815 millennials surveyed believed that Christianity is a viable and relevant religion for today (Stetzer, 2009).

Research conducted by Barna (2014), several characteristics that were important to millennials when choosing a church. They reported that millennials wanted visual clarity, they emphasized spiritual practices such as prayer and scripture reading, and women outnumber men in the most churches.

Yet in other ways, millennials remain fairly traditional in their religious beliefs and practices. In the survey of Pew Research Center (2010) show, for instance, that young adults' beliefs about life after death and the existence of heaven, hell and miracles closely resemble the beliefs of older people today. Though young adults pray less often than their elders do today, the number of young adults who say they pray every day rivals the portion of young people who said the same in prior decades. And though belief in God is lower among young adults than among older adults, millennials say they believe in God with absolute certainty at rates similar to those seen among Gen Xers a decade ago. This suggests that some of the religious differences between younger and older Americans today are not entirely generational but result in part from people's tendency to place greater emphasis on religion as

they age (“Religion Among the Millennials”, 2010).

Compared with their elders today, millennials are much less likely to affiliate with any religious tradition or to identify themselves as part of a Christian denomination. Fully one-in-four adults under age 30 (25%) are unaffiliated, describing their religion as “atheist,” “agnostic” or “nothing in particular.” This compares with less than one-fifth of people in their 30s (19%), 15% of those in their 40s, 14% of those in their 50s and 10% or less among those 60 and older. About two-thirds of young people (68%) say they are members of a Christian denomination and 43% describe themselves as Protestants, compared with 81% of adults ages 30 and older who associate with Christian faiths and 53% who are Protestants.

Millennials in America’s education system are no exception. Millennials believe that our public school system needs big changes, and think that creativity and flexibility are important to ensuring every student has a school that meets their needs. While they are not deeply familiar with the concepts like school choice or public charter schools, they are open to giving parents greater influence over where their children go to school, and to let public charter schools operate in a different way than traditional public schools. At the same time, they are divided on what the main purpose of public schools should be, and are less open to sweeping changes in how teachers are evaluated and compensated (Sharf, 2015).

Families clearly have a strong interest in investing in the future social and economic well-being of their children. Although some of these investments may not require financial resources—such as reading to one’s children when they are young—many obviously do, including payments for quality child care, purchases of books and computers, living in higher-priced neighborhoods with access to good public schools, assistance with college costs, and financial support for young adults to help them get started in their independent economic lives once their education is completed (Smeeding, 2011).

Families of enough monthly family income send their children in a high standard school and took expenses courses. Millennials have the opportunity to join any clubs and organizations if parents are very supportive to their millennial childrens’ finances.

Existing literature on the millennial generation in the Philippines

is still very limited. In fact, there hasn't been any extensive research conducted in order to study and come up with a general cultural description of the Filipino millennials.

The (Pew Research Center in 2012) stressed that Christianity is the predominant religious affiliation comprising 32 % of the world population.

In the Philippines, in particular, parents put a lot of value on education and their kids are essentially expected to go to the university and earn a Bachelor's Degree. A survey conducted by the Far Eastern University (FEU) in the Philippines showed that 67% of respondents intend to complete a graduate degree.

Millennials in the Philippines are also described as those who are social media-dependent and also, the "selfie" generation. Many things describe what a millennials are. Millennials are usually spendthrifts. They usually spend for luxury goods which leave their bank accounts shaken—the reason why they are also described as "broke." Millennials are also described as narcissist, making them known as the "Me, Me, Me Generation." However, there are also good attitudes which millennials possess: being politically and socially-engaged. Compared to other generations, millennials have their say about issues and are more involved with politics (Garcia, 2016).

A large majority of young Filipinos now believe education and economic accomplishments are extremely important parts of adulthood. The Filipino Millennial learners generation as entitled, narcissistic, lazy, uncommitted, educated, tech-savvy, diverse and socially resourceful.

METHODOLOGY

Research Design

The descriptive-correlational method was appropriate for the present study because it described the extent of spiritual values, and degree of educational values of the millennials and it determined the relationship between two dependent variables.

This design was considered appropriate for this study which

intended to determine the spiritual and educational values of millennials in private senior high schools in Roxas City, school year 2019-2020.

This research design adopted the quantitative methods in gathering the data. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Babbie, 2010).

Research Participants and Sampling Procedure

The research participants of this study were the senior high school students in private senior high schools in Roxas City namely Colegio de la Purisima Concepcion (see Appendix H), St. Pius X Seminary (see Appendix I), College of St. John Roxas (see Appendix J), Filamer Christian University (see Appendix K), Hercor College (see Appendix L), University of Perpetual Help System (see Appendix M), St. Anthony College of Roxas City, Inc., (see Appendix N), and Capiz Commercial (see Appendix O), during the school year 2019-2020.

Since private schools offering senior high schools in Roxas City were composed of large numbers of senior high school the researcher adopted the probability sampling procedure to assure all the respondents to be given a chance to be selected as sample respondents. The Slovin formula was used in determining the appropriate total sample size of the respondents.

The one thousand five hundred twenty seven sample size respondents were proportionally taken from the three thousand nine hundred twenty nine millennials in private senior high schools in Roxas City. The proportional allocation formula was used in determining the sample size of students for each grade level (Anastasi and Urbina, 2005).

Table 1. Distribution of the respondents.

School	Population	Sample Size	Percentage
Colegio de la Purisima Concepcion	868	338	22.31
St. Pius X Seminary	36	14	0.83
College of St. John Roxas	162	63	4.13
Filamer Christian University	1981	770	50.69
Hercor College	515	200	12.67
University of Perpetual Help System	140	54	3.58
St. Anthony College of Roxas City, Inc.	221	86	5.51
Capiz Commercial School	6	2	0.28
Total	3929	1527	100%

The data showed that the respondents came from eight (8) private senior high schools in Roxas City namely; Colegio de la Purisima Concepcion with a total population of 868 and with a sample size of 338 (22.31%); St. Pius X Seminary with a total population of 36 with a sample size of 14 (0.83%); College of St. John Roxas with a total population of 162 and with a sample size of 63 (4.13%); Filamer Christian University with a total population of 1,981 and with a sample size of 770 (50.69%); Hercor College with a total population of 515 and with a sample size of 200 (12.67%); University of Perpetual Help System with a total population of 140 and with a sample size of 54 (3.58%); St. Anthony College of Roxas City, Inc., with a total population of 221 and with a sample size of 86 (5.51%) and Capiz Commercial School with a total population of 6 and with a sample size of 2 (0.28%). The respondents were the 1,527 millennials out of 3,929 population.

Research Instrument Used

The main instrument used in gathering the needed data to answer the specific questions was a researcher-made questionnaire (see Appendix F). The questionnaire had three (3) parts. Part I dealt with the respondents' socio-demographic data such as; age, sex, religious affiliation, parent's educational attainment, and monthly family income. This part is important because the generated data answer the first problem statement. Part II dealt with the spiritual values of the respondents which includes the following; religious activity engagements, and witnessing of Christian virtues. It composed fifteen (15) item questions about the religious activity engagements of the respondents and twenty (20) item questions about the witnessing of Christian virtues of the respondents so that the researcher would be able to answer the second problem statement of the study. Part III dealt with the educational values of the respondents in terms of; curricular activity engagements and extra-curricular activity engagements. It composed sixteen (16) item questions about the curricular activity engagements and fifteen (15) item questions about the extra-curricular activity engagements of the respondents so that the researcher would be able to answer the third problem statement of the study.

The responses were scored as follows: Spiritual and educational values.

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 (4.20-5.00)	Very High	The given statement is significantly exhibited. Extra evidences can attest that it is manifested in an exceeding observable manner.
4 (3.40-4.19)	High	The given statement is often exhibited. Evidences can attest that it is normally manifested in an observable manner.
3 (2.60-3.39)	Average	The given statement is occasionally exhibited. Evidences can attest that it is observed but only in an inconsistent manner.
2 (1.80-2.59)	Low	The given statement is hardly exhibited. Observable evidences in relation to it are deficient.
1 (1.00-1.79)	Very Low	The given statement is not exhibited at all and neither there are observable evidences that can attest to it.

Data Gathering Procedure

Using the valid and reliable instrument, the researcher secured the approval of the principals in the private senior high school departments to allow her to conduct the study and use the Grades 11 and 12 students. The population size was determined based on the data provided by the Registrar's Office. After computing the sample size and identifying the respondents, the researcher personally distributed the questionnaires and explained the items/questions therein very clearly. Sufficient time was given to the respondents to answer the questionnaire so that in their ample time they could think what was right. All information given by the respondents were treated with confidentiality.

After the retrieval of the questionnaires, results were tabulated

in MS Excel and processed using the Statistical Package for Social Sciences (SPSS). The data gathered were then scored and given corresponding verbal interpretation.

Data Analysis and Interpretation Procedure

Collected data were prepared for analysis and interpretation. All the data gathered were based from the responses from the questionnaire. Data were analyzed and interpreted based on the order of the problem statements in the study. For descriptive data, frequency and percentage were used to describe the respondents. In analyzing and interpreting responses from the survey questionnaire, responses were tallied and mean was computed to answer problem statements number 2 and 3.

The statistical tools used to analyze the data were frequency count, percentage, mean, T-test, F-test or One-way Analysis of Variance (ANOVA), and Pearson r.

FINDINGS OF THE STUDY

1. The millennials rated their spiritual values with a mean of 3.82 which is interpreted as “high”. The result indicates that the millennials had normally manifested spiritual values in an observable manner.
2. Data on the degree of educational values of the millennials obtained a grand mean of 3.42 with a verbal interpretation of “high”. The result implies that the millennials had normally manifested educational values in an observable manner.
3. On the difference in the extent of spiritual values of the millennials according to age, religious affiliation, father’s educational attainment, and monthly family income, was found not significant; while sex and mother’s educational attainment was found to be significant.
4. On the difference of educational values, it was found out that there was a significant difference when responses were grouped according to mother’s educational attainment and monthly

family income. However, when age, sex, religious affiliation, father's educational attainment are taken into account – the responses had no significant difference.

5. There was a significant relationship between the extent of spiritual values and the degree of educational values.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The millennials in private senior high schools in Roxas City exhibit a strong manifestation of religious activity engagements and witnessing of Christian virtues.
2. The millennials in private senior high schools in Roxas City demonstrate a strong manifestation of curricular activity engagements and extra-curricular activity engagements.
3. The millennials have the same extent of spiritual values regardless of their age, religious affiliation, fathers' educational attainment, and monthly family income. They have different extent of spiritual values of the millennials when they are grouped according to sex and mothers' educational attainment.
4. The millennials have the same degree of educational values regardless of age, sex, religious affiliation, and father's educational attainment has different degree of educational values when grouped according to mothers' educational attainment and monthly family income.
5. The millennials extent of spiritual values and degree of educational values are mutually dependent.

RECOMMENDATIONS

Based on the above mentioned findings and conclusions, the following recommendations are given:

1. School administrators may revise pedagogical process to facilitate religious instruction. They may ask millennials to hear more sermons and guidance from the church to enlighten their minds. Specifically, they may encouraged them to participate in Bible study. In such a way, they become more aware that reading the Bible is a form of prayer; is the only way to communicate with God.
2. Parents should be aware of their participation and contribution to the success of their millennial children, by enhancing parental and financial support and let their children participate in extra-curricular activities.
3. The parents must be closer and have quality time teaching their male millennial children about Christian virtues. Through this, spiritual values of the male millennials will be enhanced. Class advisers should discuss Christian virtues during quarterly meeting with the parents. And as part of Christian formations' program in school, recollection for parents should be given specifically for mothers at least twice a year. Symposium on spiritual values for parents every quarter is highly recommended.
4. The school administrators must give equal opportunity to student to join in some sort of extra-curricular activity, whether it be sports or music for free since some families are not economically able. This involves providing curriculum opportunities that build student's interests and aspirations wherein they can learn the values of competition and responsibility. Likewise, the class advisers may integrate career guidance to open the eyes of the students in the different opportunities in life regardless of parent's education and income.
5. The Department of Education together with the school administrators and concerned departments to prolong programs and activities that will guide the spirituality of the millennials. The private schools must also design activities/programs to raise students' participation in extra-curricular activities specifically symposium on research discipline. Schools should also considers monitoring to student's participation

to determine how it impacted the student's future careers and opportunities.

6. A replicate of this study may be conducted utilizing different variables for further data collection and investigation.

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LANGUAGE LEARNING STRATEGIES AND PERFORMANCE IN ENGLISH OF GRADE 7 STUDENTS IN CAPIZ NATIONAL HIGH SCHOOL

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ABSTRACT

The study aimed to determine the language learning strategies and performance in English of the Grade 7 students in Capiz National High School.

The participants of the study were the two hundred eighty-three (283) Grade 7 students of the nine hundred sixty-six (966) duly enrolled Grade 7 students of Capiz National High School for the school year 2019-2020. The data for the language learning strategies were gathered using the researcher-made questionnaire and the data for the academic performance in English were taken from the grades of the respondents during the first grading and second grading periods.

Mean and standard deviation were used to determine the extent of language learning strategies and academic performance in English. However, t-test for independent samples, One-Way ANOVA and Pearson's r were used to determine the significant differences and correlation between language learning strategies and academic performance in English. The alpha level was set at 0.05.

The extent of language learning strategies of Grade 7 students in Capiz National High School as a whole was "high".

The level academic performance in English of Grade 7 students in Capiz National High School was "very satisfactory".

There was no significant difference in the extent of language learning strategies of Grade 7 students in Capiz National High School when grouped according to the selected profile.

There was a significant difference in the academic performance in English of Grade 7 students in Capiz National High School when grouped according to the selected profile.

There was no significant relationship existing between language

learning strategies and the level of academic performance in English of Grade 7 students in Capiz National High School.

Keywords: language, learning, strategies, performance

INTRODUCTION

Background and Rationale of the Study

Students learn in different ways, using different means, and through different strategies. Hence, there are some students who can learn the English language with ease while others may struggle in doing so and worse, some may not be interested at all. Indeed, students learn and acquire English language differently.

English is considered as one of the most spoken languages in the world. It serves as a gateway of people in connecting with other people who are native speakers and who use English as Foreign Language (EFL). Hence, people around the world would definitely love to learn and acquire EFL. Approximately, 1.7 billion people around the world are starting to learn the English language in order to be at par in this highly competitive globalized world (Beare, 2018). Thus, there is an increasing need for language learning research and language learning development centers in the world.

In the European non-English speaking countries, development in language research have revealed that the burden of developing English as foreign language (EFL) largely depends on how students process, learn and acquire the language. It was discovered that no single EFL teaching strategy can predict the success of learning English as a foreign language. With this, the focus of EFL shifted from instructional methodologies and strategies to language learning (Bashkaran, 2013).

In the Philippines, once known as “Asia’s English Speaking Capital”, despite the fact that majority of subjects were taught in English in the junior high school, senior high school, and collegiate level the competency has lessened as time passes by, (Nuqui, 2004). In 1993, only 7% were not competent in English but it doubled (14%)

in 2006 while in 2008 it has significantly improved because of the interventions given to address the 2006 concerns and in 2018 it was noted that 70% of the population is fluent in English (Hernandez, 2018).

Unfortunately, it was reported last March 20, 2019 that there were considerable number of EFL readers who have poor reading comprehension skills and some do not even know how to read in the public school system (Albano, 2019).

This situation implies that there is a dire need of revisiting the different areas of language learning and acquisition and reflect on how to improve our language learning proficiency.

This situation is also true in Capiz National High School. There are still students who are not competent in learning and acquiring EFL. Some of them can read the English words correctly but they can barely comprehend the word and worse is that some could not even read and speak EFL correctly. This situation becomes a big concern among English teachers and non-English teachers that use English as a medium of instruction in their lesson. Such situation may greatly contribute to the effectiveness and efficiency of the teaching and learning situation.

With these situations, the researcher is motivated to conduct a study on the language learning strategies and competency of Grade 7 students in Capiz National High School with hopes to identify their language learning strategies and how it is connected with their competency so the EFL learning and acquisition among the students become a comfortable and meaningful experience.

Statement of the Problem

Generally, this study tried to determine the language learning strategies and performance in English of Grade 7 students in Capiz National High School. Specifically, it sought answers to the following questions:

1. What is the extent of language learning strategies of Grade 7 students in Capiz National High School as a whole and in

terms of direct and indirect learning strategies?

2. What is the level of academic performance in English of Grade 7 students of Capiz National High School during their first and second grading periods?
3. Is there a significant difference in the degree of language learning strategies of students when they are grouped according to their age, sex, and monthly family income?
4. Is there a significant difference in the students' level of academic performance in English when they are grouped according to their age, sex, and monthly family income?
5. Is there a significant relationship between the degree of language learning strategies and the level of academic performance in English of Grade 7 students in Capiz National High School?

Hypotheses of the Study

Based on the aforementioned specific problems, the following hypotheses were subjected to empirical testing:

1. There is no significant difference in the language learning strategies of students when they are classified according to their age, sex, and monthly family income.
2. There is no significant difference in the academic performance of students when they are classified according to their age, sex, and monthly family income.
3. There is no significant relationship between the language learning (LLS) strategies and academic performance of students.

Theoretical Framework of the Study

This study was anchored on the Second Language Proficiency Model which asserted that situational variables, learner's characteristics, learning styles, and language learning strategies are interrelated factors that affect learning and acquisition of English

as a foreign language (Randić & Bobanović, 2006). The model was supported by the contention of ESL expert Rebecca Oxford (2003), who contended that the primary variables that affect the effectiveness of learning a second or foreign language are the language learning strategies of learners which vary depending on the characteristics of the learner.

Additionally, another scaffold of this theory is Oxford's six main categories of L2 Learning Strategies. Adult language learning styles and strategies in an Intensive training setting, (1990). The six main categories are cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. The first three categories are under direct strategies because language is involved, while the latter three are classified under indirect strategies because they are reinforcing language learning using non-language factors.

Oxford's theory was appropriate to this study because it involves working with the language itself in a variety of specific tasks and situations.

Direct strategies include memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.

Indirect strategies are used for general management of learning, including metacognitive strategies for coordination of the learning process, affective strategies for regulating emotions, and social strategies for learning with others.

The learner will eventually use both types of strategies as he or she gradually becomes more responsible for her/his learning process.

Integrating Thorndike's Principle of Individual Differences, it can now be assumed that the students have their preferred LLS and to certain extent they also have certain extent of language learning competency which may vary depending on their personal characteristics.

The language learning strategies of Oxford defines that learning strategies are specific actions, behaviors learning or techniques by second language students in order to deal with a particular language task that will eventually enhance language learning.

Conceptual Framework of the Study

In this study, the independent variable is the respondents' socio-demographic profile, which includes age, sex and monthly family income. These influence the dependent variables which include the degree of language learning strategies which include the direct language learning and indirect language learning and the level of academic performance in English for the first and second grading of the respondents.

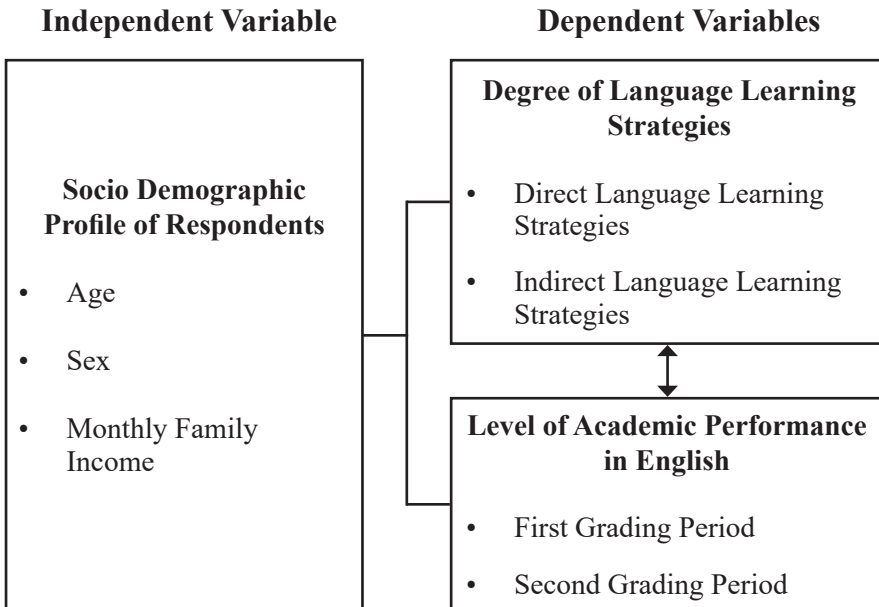


Figure 1.0 Schematic diagram showing the framework of the study.

RELATED LITERATURE

The significance of language learning strategies is increasing in the current year with the importance of language learning all over the world (Hardan, 2013), these classified language learning strategies in the most comprehensive way. She proposed direct and indirect strategies which include six subcategories, nineteen strategies and

sixty-two sub-strategies. On the other hand, indirect strategies help learners learn a language without directly getting involved in the target language (Taghinezhad et al., 2016).

Direct strategies are used to attract the learners' attention into direct communication with form and meaning of vocabulary items by using a dictionary and word list.

It involves creating mental linkages, applying images and sounds, reviewing well, and employing action, practicing, receiving and reasoning, creating structures for input and output, guessing intelligently, overcoming limitations it speaking and counting. In this way, a language may be learned easily and words may be retained in the students' memory and words may be easily recalled.

One of the direct learning strategies is cognitive strategy which provides a structure for learning when a task cannot be completed through a series of steps. For example, algorithms in mathematics provide a series of steps to solve a problem. Attention to the steps results in successful completion of the problem (Oxford, 1990).

Cognitive strategy for example, the algorithms for cook book recipes provides a precise and exact reproducibility. Following what is stated in the algorithms will have a 100% exactitude and precision in cooking and baking a food. So it makes the task of the cook easier.

The strategy of self-questions for example, can help students understand what they read. The act of creating questions does not lead directly to comprehension. Instead, students search the text and combined information as they generate questions; then they comprehend what they have read. In this case, cognitive strategies became tools in helping students with difficulty in reading comprehension making them understand more the materials that they are reading.

Another direct learning strategy is Compensation Strategy. This strategy is intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. It offers 10 compensation strategies: guessing by linguistic clues, guessing by other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining word, and using circumlocution or synonymy (Oxford, 1990).

Memory strategies are direct learning strategy, which involve the

mental processes for storing new information in the memory and for retrieving them when needed. These strategies entail four sets: creating mental linkages, applying images and sounds, reviewing well and employing action. Some of the students showed that they do not really use these strategies and some of them even do not know there are some strategies for language learning as using flashcards to remember new English words. As a result, teachers should ponder on this and help their pupils to foster and raise awareness of the advantages of a proper use of memory strategies when learning English as a foreign language. The researcher proposes to teach learning strategies in the classroom explicitly in order to supply this lack in the traditional teaching methods and materials as textbooks (Arellano, 2017).

On parts of speech for example, teachers could apply strategy of assigning numbers and colors to create a link to old and familiar information's, like knowledge of colors and numbers, to new and unfamiliar ones, like parts of speech.

Under the indirect learning strategies are metacognitive strategies, social strategies and affective strategies. Metacognitive strategies are methods used to help learners understand the way they learn; processes learners use to think about their own thinking. As they become aware of how they learn, learners will use metacognition in order to efficiently acquire new information, and consequently, become more independent in their learning (Kolarić, 2017).

This is self-awareness of learners that they have difficulties in remembering a certain word of language. Teachers should teach students that they should try to remember the words and languages they just heard or learned and to help students understand how they learn.

Social strategy is an action taken by students when interacting with others in various different situations. These strategies include asking question for clarification or correction, cooperating with others, and developing cultural understanding. Since the language is a form of social behavior, the choice of appropriate social strategies is very important in the language learning process. Learners use these strategies to establish the ability of self-directed learning. Therefore, having proper learning strategies can improve learners and their language competencies (Mina & Malileh, 2013).

Here, the teacher should teach students the importance of observing and imitating others through daily conversations, or teachers could communicate to students using the foreign language to be learned.

Whereas, affective strategy is a strategy that enables students to be in control of their emotion, motivated and have a positive attitude in learning a language. It makes language learning more consistent. For instance, making a positive statement to oneself when faced with problems in using language. Good language learners often use this strategy. They know that positive emotions and attitude can make language learning more effective and enjoyable. Besides that, affective strategies are one of the fertile area in educational research nowadays. Researchers and educators truly understand the value of emotions and affectivity with regards to language learning (Mat Teh, Nik Yusoff & Embi 2013).

Academic language proficiency is literacy related skills associated with school-based tasks and contrasted this concept with that of social language proficiency, the latter including basic pronunciation, vocabulary, and grammar skills sufficient to maintain social interactions. There are two levels of language proficiency. These are the Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency (CALP), (Racca & Lasaten, 2016).

The clamor for the improvement of education in the country is a never-ending concern, hence the radical change in the basic education curriculum of the Philippines. The study determined the level of attainment of the learning competencies in Grade 7 and 8 English; assessed the level of adequacy of instructional materials; ascertained the degree of problems/difficulties encountered in the implementation of the K to 12; and found out the significant relationship between the variables (Calot, 2016).

Majority of the respondents have attained the learning competencies. Instructional materials were adequate. Majority of the problems were fairly serious. Adequacy of instructional materials significantly affected the attainment of learning competencies in English while seriousness of the problems encountered did not significantly predict attainment of learning competencies in English. Teachers have passion in school even if they encountered problems and difficulties in the implementation of K to 12 Curriculum. As a

result, students still managed to attain the learning competencies in English (Getalado, 2016).

The language learning strategies used by High School Students found out that most of the respondents use “practicing and monitoring” as their strategy in learning English in the cognitive and metacognitive aspects, meaning the respondents look for opportunities to speak the language and improve it, and they improve one’s speech when they mispronounced English words and mistakenly used the rules of grammar. It was also found out that only “repeating and monitoring” have significant relationship to the respondents’ grade in terms of cognitive and metacognitive strategies, which means that in order for them to learn the English language they usually recur the language by over drilling and silently run-through and they improve their speech when they misused the rules of grammar and mispronounce words. Thus, language learners must be willingly addressed to themselves the importance and the role of the (LLS) in their language learning since they are a great help to learn the English language (Diamla et al, 2015).

METHODOLOGY

Research Design

Research design is the over-all plan in collecting the data that would answer the specific problems including the specific data analysis techniques that the researcher would use (Fraenkel, Wallen, & Hyun, 2012).

By looking closely into the specific problems, this study used the descriptive-correlational research design. Descriptive research is a type of research that aims to describe the situation while the correlational research aims to determine the connection between and among variables (Akhtar, 2016).

This study was descriptive because it described the exten of language learning strategies of students when they were taken as whole and when they were grouped according to their age, sex, and monthly family income and the academic performance of students when they

were taken as a whole and when they were grouped according to their age, sex, and monthly family income.

On the other hand, it was also correlational because it determined whether there was a significant difference in the language learning strategies of students when they were grouped according to their age, sex, and monthly family income and whether there was a significant difference in the academic performance of students when they were grouped according to their age, sex, and monthly family income.

Research Participants and Sampling Procedure

The participants of this study were determined using the formula of Sloven with a 95% confidence level. Using the said formula, the study used 283 Grade 7 students who represented 966 duly enrolled Grade 7 students in Capiz National High School.

After determining the total number of participants, the study also used the stratified proportional random sampling because there were 27 sections in the Grade 7 curriculum of Capiz National High School. Stratified proportional random sampling is the process of proportionally and equally equating the percentage of the sample size coming from the different categories with that of the represented population or the proportionate stratification of samples (Lund Research, 2012).

Research Instrument Used

The data needed for the study were obtained through the researcher-made questionnaire which served as the research instrument.

The research instrument had two parts:

Part I required data on the socio-demographic profile respondents which include age, sex, and monthly family income.

Part II dealt with the assessment of language learning strategies. This instrument had thirty (30) items and the item placement would be as follows: memory strategy—1 to 5, cognitive strategy—6 to 10, compensation strategy—11 to 15, metacognition strategy—16

to 20, affective strategy—21 to 25, and social strategy—26 to 30. Modifications were made in the structure, statements or items, and scale of the instrument.

Attached to the researcher-made instrument was the socio-demographic checklist that gathered the information concerning the age, sex, and monthly family income (see Appendix I).

The grades of the participants in first grading period and second grading period were used as the basis of the academic performance of the participants as reflected in their report card. The academic performance of students in their subject is reflected in their grades (DepEd Order No 8 s. 2015).

The responses of the respondents to the different statements in the questionnaire on the degree of language learning strategies were scored accordingly and interpreted using descriptive interpretation as follows:

Score	Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5	4.20-5.00	Very High	Significantly manifests the expected task; there is extra evidence of progress toward its desired outcomes (the situation needs extra challenge)
4	3.40-4.19	High	Regularly manifests the expected task; there is consistent evidence of progress toward its desired outcomes (the situation needs sustainability)
3	2.60-3.39	Moderately High	Occasionally manifests the expected outcome; there is evidence of progress toward its desired outcomes – only that is not consistent (the situation needs extra motivation)

2	1.80-2.59	Low	Hardly manifests the expected task; student lacks other elements to be able to meet the expectations; there is hardly evidence of progress toward its desired outcomes (student under this situation needs attention)
1	1.00-1.79	Very Low	No manifestation of expected task; there is no evidence of progress toward its desired outcomes (the situation needs intervention)

Data Gathering Procedure

After establishing the reliability of the instrument, it was pilot tested to thirty (30) randomly selected Grade 7 students of Culasi National High School. The responses were tabulated, computed, and interpreted with the help of the Statistical Package for Social Sciences (SPSS) to determine the reliability of the research instrument. (see Appendix C) Reliability refers to the ability of the research instrument to measure the items consistently (Heale & Twycross, 2015). To be deemed reliable, the item must have a reliability coefficient of 0.80 (Garzon, 2008). Items with Cronbach alpha coefficient of at least 0.80 or more were included in the instrument while those that did not reach the required coefficient were disregarded. (see Appendix K)

Once the validity and reliability of the instrument were established, it would then be considered ready for administration.

Data Analysis and Interpretation Procedure

The following data analysis and interpretation procedures were used in this study:

For specific problem number 1, using the researcher-made questionnaire, the extent of language learning strategies used a five-

point likert scale. Each item was answerable with any of the following responses: 5—very high, 4—high, 3—moderately high, 2—low, and 1—very low. To determine the extent of language learning strategy, the scores of every response were tallied and the strategy with the highest point would be the dominant language learning strategy of the participant. Then, with the aid of the SPSS it was cross tabulated with their socio-demographic profile like age, sex, and monthly family income.

For specific problem number 2, their English first quarter grade would serve as basis of their academic performance. The grades were interpreted using this grading scale: 90 to 100—outstanding, 85 to 89—very satisfactory, 80 to 84—satisfactory, 75 to 79—fairly satisfactory, and below 75—did not meet expectations. The descriptions then were tallied and were cross tabulated with their socio-demographic profile like age, sex, and monthly family income.

For specific problem number 3, the t-test for independent samples was used to determine the significant difference in the degree of language learning strategies of the students when they were grouped according to their age, sex, and the One-way Analysis of Variance was used to determine the significant difference in the degree of language learning strategies of students when they were grouped according to their monthly family income.

For specific problem number 4, the t-test for independent samples was used to determine the significant difference in the academic performance of the students when they were grouped according to their age, sex and the One-way Analysis of Variance was used to determine the significant difference in the academic performance of the students when they were grouped according to their monthly family income. Results with not more than 0.05 alpha level of significance would be deemed significant while those that would exceed 0.05 would be deemed not significant as far as inferential analysis was concerned.

Lastly, for specific problem number 5, the Pearson's r was used to determine the relationship between the degree of language learning strategies and the academic performance. Results with not more than 0.05 alpha level of significance would be deemed significant while those that would exceed 0.05 would be deemed not significant as far as inferential analysis was concerned.

FINDINGS OF THE STUDY

The extent of language learning strategies of Grade 7 students in Capiz National High School as a whole was “high”.

The level academic performance in English of Grade 7 students in Capiz National High School was “very satisfactory”.

There was no significant difference in the extent of language learning strategies of Grade 7 students in Capiz National High School when grouped according to the selected profile.

There was a significant difference in the academic performance in English of Grade 7 students in Capiz National High School when grouped according to the selected profile.

There was no significant relationship existing between language learning strategies and the level of academic performance in English of Grade 7 students in Capiz National High School.

CONCLUSIONS

Based on the aforementioned findings, the following conclusions were drawn:

1. The extent of language learning strategies of Grade 7 students in Capiz National High School is regularly manifested within the expectation.
2. The level of academic performance in English of Grade 7 students in Capiz National High School is regularly manifested within the expectation.
3. Regardless of the profile of the respondents, language learning strategies of Grade 7 students in Capiz National High School are the same.
4. The family monthly income of the respondents of the respondents, effect variation in their academic performance in English.
5. Language learning strategies and academic performance in English of Grade 7 students in Capiz National High School are independent from each other.

RECOMMENDATIONS

Based on the aforementioned summary of findings and conclusions, the following are recommended:

1. English teachers may utilize activities that would enhance the capacity of the students in language learning making it more fun and interactive, such as the use of technology, incorporating mystery and surprise into the activities and integrate games that would make the students absorb and retain more the information presented to them. English teachers may employ repeated practice to help the students maintain information and by practicing and repeating what they have learned, the students can continue to stretch their memory capacities. Hence, English teachers can be able to hold students' attention to participate more in the class, and practice language learning strategies more often. By engaging in over-learning a task, this would allow the students to work something out like second nature, which makes the use of language learning strategies less taxing and frees up memory capacity. English teachers may involve parents so they could provide their children with "attention breaks" when they can take a break from the assigned material for a couple of minutes in order to help their children to regain focus and not drift off-task, lessening the effectiveness of overlearning, to improve the extent of language learning strategies of the students.
2. Students may develop better high regard for English as a subject so as to promote better skills among them. Students should study their lesson well and do their assignments, projects, and other activities assigned to them especially in the first quarter so that good performance in English is instilled in their minds in the beginning of the school year. They should be encouraged to focus on classroom activities that would help them improve their performance in English. They should familiarize themselves with the English language through reading English books and watching English movies and TV shows. They may ask their parents to support them on this

since they are well informed about their students' academic performance in English.

3. School administrators and other stakeholders may provide with equal learning opportunities that can further develop the extent of their language learning strategies. Other variables such as parents' educational attainment, parents' occupation, classroom climate, and others may be utilized to gather more information on language learning strategies since there was no significant difference in the extent of language learning strategies of Grade 7 students when they were grouped in terms of age, sex and monthly family income.
4. English coordinators may plan to conduct seminars or trainings for English teachers that focus on the development of the teaching capacities and on the improvement of the students' mastery of concepts and processes in the subject. They should maintain close supervision to monitor teachers' performance. Since there was no significant difference in the academic performance in English of students in terms of sex and age, teachers can employ teaching strategies that are favorable to both male and female students as well as those from different age brackets to help improve their achievement in English and lessen the problems they are experiencing in the subject. Since there was no significant difference in the academic performance in English of students in terms of monthly family income, teachers may conduct remedial classes especially for those students who are less privileged and cannot cope with the lessons.
5. Parents should try to monitor the performance of their children in English and confer with their teachers on how they can take action to improve the achievement of their children. Since the extent of language learning strategies is not related to academic performance in English, parents should work hand in hand and cooperate with the teachers to address the students' acquisition of skills and competencies in these two areas simultaneously at the same time. They should support students as they engage themselves in various activities and performance tasks that promote the use of language learning

strategy and improvement of their English proficiency.

6. Researchers of similar studies may conduct researches so as to verify or disprove some of the findings of the study. Likewise, they are encouraged to investigate on a wider scope and include other factors that may affect or contribute to learners' language learning strategies and the level of academic performance.

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MULTILINGUAL APPROACH IN TEACHING MATHEMATICS FOR GRADE 3 PUPILS – CHILD’S ACADEMY INC., ROXAS CITY: AN EXPERIMENTAL STUDY

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ABSTRACT

This study tried to determine the effectiveness of multilingual approach as a medium of instruction in teaching Mathematics for Grade 3 pupils of C.H.I.L.D’s Academy Inc., for the academic year 2019-2020.

This study used the Quasi – Experimental Design. It was conducted at C.H.I.L.D’S Academy Inc., Pueblo de Panay Lawaan, Roxas City during the school year 2019 – 2020. It utilized thirty (30) Grade 3 students as participants with fifteen (15) respondents in the control group (English language instruction) and fifteen (15) respondents in the experimental group (multilingual approach).

The statistical tools used to analyze and interpret the gathered data were frequency count, mean, and t- test using the Statistical Package for Social Science (SPSS) in computing the significant difference of the chosen variables.

No significant difference was found in the pretest scores between the control and experimental groups, but a significant difference was found in the posttest scores. The group which utilized English alone as a medium of instruction performed better in learning mathematics as a subject than those who used multilingual approach in teaching mathematics.

Keyword: multilingual approach, mathematics

INTRODUCTION

Background and Rationale of the Study

Multilingual approach in teaching is an inclusive approach which does not teach any language in isolation. Language and communication are essential elements of teaching and learning. Language facilitates the transmission of (mathematical) knowledge, values and beliefs, as well as cultural practices. Language is also the channel of communication within a mathematics classroom as language provides the tool for teacher-student and student-student interactions (Gorgorio & Planas, 2001).

In the United States, it is commonsensical for many people that English is the common language of the country. Yet, it is surprising for people to find that English has never been made the official language by legislature. At the beginning of the 21st century, one hears recurrent concerns about the official status of English in the U.S. and, simultaneously, about the preservation of languages other than English. For a long time in the United States, this struggle has centered on moves to make English the nation's official language and to marginalise bilingual education in public schools, though it is clear to all that America is an immigrant country. Language education policies continue to be hotly debated, and schools, especially, have become "a battleground over Americanization." Debates over whether or not English should be the official language tends to be narrowly focused on non-linguistic factors and largely on the opinions and motives of supporters and opponents. As a result, the more substantive linguistic matters tend to be neglected and the multilingual reality has become a fact that is troubling the country's overall education development (Crawford, 1992).

Classroom observations suggest, however, that teachers seem to prefer English only when teaching mathematics. It seems that dealing with mathematical concepts is difficult in a vernacular or Melanesian Pidgin. This raises an interesting question. Are crucial nuances lost in translating terms into English with embedded cultural meanings being marginalized? Should the rule of using English be sidestepped so that the cultural meanings can be explored? Various multilingual

mathematics classroom contexts can be generated by considering three of the possible interacting sources of language: the students' language or languages, the teacher's language or languages, and the official teaching language.

The Philippines is one of the countries in Southeast Asia with rich linguistic and cultural diversity. It is a typical example of a multilingual state because of its diverse languages and local dialects. There are 171 living languages spoken in the Philippines today (Eberhard 2009).

The current constitution declares both English and Filipino to be the official languages of the country, as both are spoken in Metro Manila, the nation's capital. Classroom instruction has also adopted the same concept of teaching lessons based on what is considered to be our national language until the appearance of the K-12 Curriculum.

Making English and Tagalog the official languages of the Philippines is a practical move, seeing the need for a language that can be used to do business and trade as well as to communicate on both national and international levels. English has built a belief among everyone as a need to be globally competitive and to be globally recognized. Teachers and schools have emerged with the same belief for students.

It even went to the point in our educational system that children in primary schools were punished for not speaking English. This practice is believed to resonate language discrimination. Among different private schools here in Roxas City it has been customary to use English as a medium of instruction even with the presence of Mother Tongue Based - Multilingual Education (MTB-MLE) in primary levels.

In the Philippines, mathematics is being taught in English for years until the creation of the K-12 Curriculum that includes the implementation of the Mother-Tongue Based Multilingual Education (MTB-MLE). Several studies relevant to MTB-MLE have been done in the Philippines. After thorough search, however, no study on the impact of MTB-MLE on English literacy development was found (Burton, 2013).

Teaching mathematics requires a great deal of challenge to teachers in all levels of education. Abstract ideas in mathematics expressed in another abstract language are hard to push in the minds of students. This implies that the use of a specific language plays an important role in the learning of the students.

The assertion on the multilingual approach in teaching mathematics gained the researcher's interest. For whichever approach or medium of instruction will help promote better learning among students in learning mathematics as a subject. Mathematics itself as a subject already looks difficult among students. Thus, it is important for a teacher to know how to introduce the lesson in a more understandable way.

Statement of the Problem

The major purpose of the study was to determine the effectiveness of multilingual approach in teaching mathematics for Grade 3 pupils of C.H.I.L.D'S Academy Inc., for academic year 2019-2020.

Specifically, this study aims to answer the following questions:

1. What is the level of performance of the control group and the experimental group as derived from their pretest scores?
2. Is there a significant difference between the pretest performance of the control and experimental groups?
3. What is the level of performance of the control group and the experimental group as derived from their posttest scores?
4. Is there a significant difference between the posttest performance of the control and experimental groups?
5. Is there a significant difference in the pretest and posttest performances of the control group and the experimental group?

Hypotheses of the Study

In view of the aforementioned problems, the following hypotheses were drawn:

1. There is no significant difference in the level of performance in learning mathematics between the control and experimental groups in terms of their pretest scores.

2. There is no significant difference in the level of performance in learning mathematics between the control and experimental groups in terms of their posttest scores.
3. There is no significant difference in the level of performance in learning mathematics between the control and experimental groups in terms of their pretest and posttest scores.

Theoretical Framework

The Sociocultural Theory (Vygotsky 1896) including Spolsky's Theory of Language Policy (Spolsky2011) and the Acculturation theory (Schumann 1978) are used as the theoretical framework for this study.

Sociocultural Theory. The Sociocultural Theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The theoretical framework of this is that social interaction plays a fundamental role in the development of cognition. It stresses the role of language in cognitive development. Learning is influenced by the desire of the children to communicate with others. The theory is most recognized for the concept of Zone of Proximal Development (ZPD) pertaining to the learning process of children. The concept of ZPD is that social influences, particularly getting instructions from someone, are of immense importance in the cognitive development of children. As children are given instructions or shown how to perform certain tasks, they organize the new information received in their existing mental schemas. They use this information as guides on how to perform these tasks and eventually learn to perform them independently (Vygotsky 1962).

Spolsky's theory of language policy. This theory argued that the goal of language policy is to account for the choices made by individual speakers on the basis of rule-governed patterns recognized by the speech community (or communities) of which they are members. The theory encompasses three assumptions which must be tested and adapted. The first assumption is that language policy is a social phenomenon constructed in a variety of domains, including homes and schools.

A second assumption assumes the presence of three separate but interrelated components: beliefs, practices, and management. The third assumption focuses on the influence of internal and external forces on language choice (Spolsky 2011).

Acculturation theory. This is an environmental-oriented theory. The theory was used in 1980 in the field of Linguistics, precisely, Second Language Acquisition. The major claim of the theory is that acculturation, which is a cluster of social-psychological factors, is the major cause of Second Language Acquisition. It states that any learner can be placed along a continuum ranging from social-psychological distance to social-psychological proximity with the speakers of the target language (Schumann, 1990).

The degree of language acquisition, then, would correlate with the degree of the learner's proximity to the target group. Thus, the acculturation theory argues that learners will be successful in Second Language Acquisition if there are fewer social and psychological distances between them and the speakers of the second language. Some of the factors that account for the acquisition of a second language according to the theory include: motivation and attitude of the learner, limited integration of cultural groups and how tight-knit the group is (Schumann, 1990).

The aforementioned theories that describe the factors that affect one's learning were found to be the most appropriate to this study. Language as a tool and a medium for learning plays a vital role in the learning process. These theories would help describe how a pupil's learning was influenced by the multilingual approach in teaching mathematics.

Conceptual Framework

The study is based on the idea that the multilingual approach and the use of one language alone in teaching mathematics affect the students and results would reveal which approach is better.

In this study, a group of pupils assigned in the experimental group were taught using the multilingual approach in teaching mathematics, while English alone was used as a medium of instruction for the control

group. The pretest was given at the start of every weekly lesson and the posttest was given at the end of every weekly lesson. With the end in mind that the aforementioned principle served its purpose, after the pretest-posttest to each group debriefing was given to them.

The schematic diagram in Figure 1 presents the conceptual framework of the study.

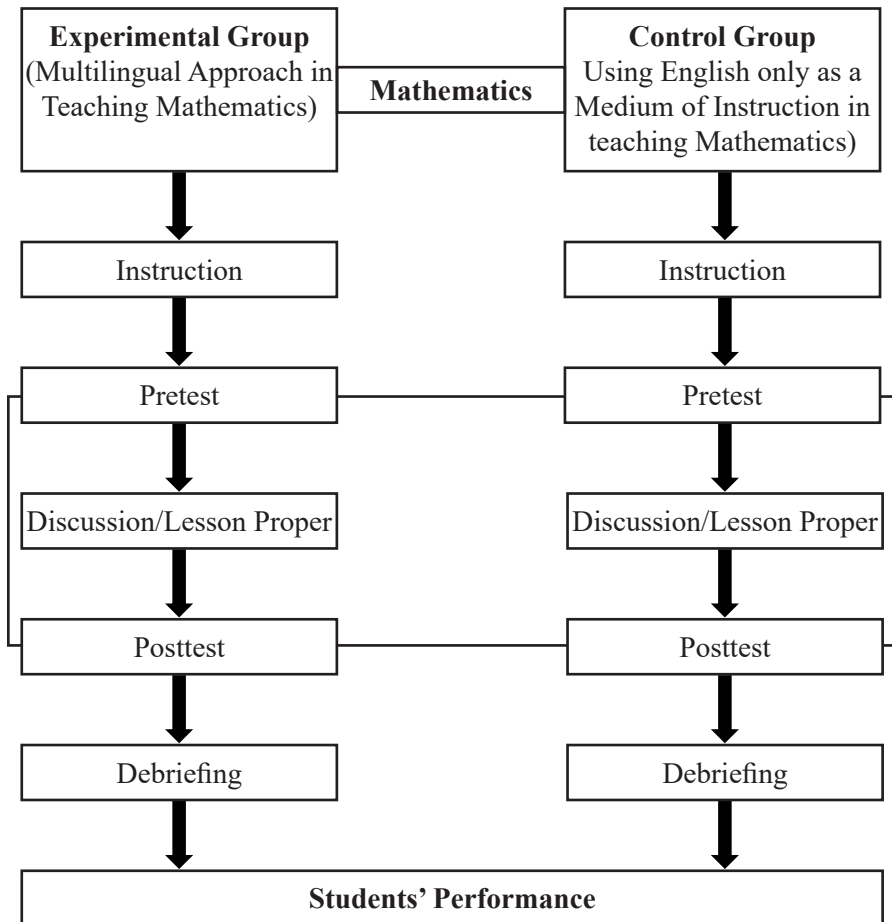


Figure 1. Schematic diagram of the framework of the study.

The process performed in control and experimental groups was the same during the conduct of the study. However, it only differed on the kind of approach or the language used in teaching mathematics.

RELATED LITERATURE

Many of the classrooms where we teach include students who speak two or more languages or are learning an additional language. It is understood that there are preferences in the way students will learn effectively. Instruction with the use of a specific language is an important part of the learning process. In the creation of different language policies in terms of teaching mathematics, one group would recognize that teaching mathematics using English alone as a medium of instruction is far more effective. Although everyone agrees that thought and language are related, the nature of the relationship remains controversial. Traditionally, linguists have studied only natural languages used by members of human communities to communicate with each other and not the use of language in classroom instruction.

The significant role of language in mathematics teaching and learning is not a new phenomenon. Given the growth of cultural and economic migration, the increasing international focus on education for economic development and the widespread use of English as a language for learning, we have become more aware of the importance of language in students' learning. Universality is one of the most fascinating characteristics of language. Children in all cultures appear predisposed to acquire language through almost the same phases, and may be born with an innate mechanism to learn language – Language Acquisition Device (LAD). Mentalist/nativist theories state that there seems to be one best type of grammatical analysis that all of us are programmed to develop and it is universal to all languages, using the same grammatical forms and relations or linguistic universals, which were later applied to SLA. We are not completely sure that this so-called universal grammar is accessible to adult learners. After a certain age we are still able to learn a language using such other mental faculties as the logical and the mathematical (Gardella & Tong, 1999).

The learning of mathematics can be seen as a process parallel to the way children acquire language skills, developing structure in oral ability prior to the more symbolic abilities with writing and reading. The way we learn mathematical concepts easily is also base on how comfortable we are on the language used in teaching.

In mathematics teaching, multilingualism can be addressed by considering two dimensions of home language (native language), linguistic and social (everyday language). Similarly, the language of instruction can, in addition to a linguistic dimension, be characterized by every day or formal mathematics language. All mathematics classrooms are multilingual, and by using a form of pedagogy that switches between different dimensions of home language and language of instruction, students can access both mathematical ideas and powerful ways of thinking and speaking (Morgan 2007).

Language competence plays a big factor in teaching and learning mathematics. Mathematics education should address the relationship between language and mathematics learning. The way mathematical concepts need to be taught should be aligned with language competence of the learners or how comfortable they are in the medium of instruction used in teaching.

Teachers have to balance between attention to mathematics and attention to language. This balancing concern describes not letting the teachers' intervention disempower the students from developing their thinking. In a model for how monolingual teachers could work with bilingual students in mathematics teaching, the importance is focused on both teachers and students being active. Teachers are supposed to support a mathematical discussion using multiple interpretations, building on students' own views, and base the discussion on mathematical concepts (Moschokovich, 2009).

Approaches in teaching mathematics may vary on its results among students. In classroom interactions, students and the teacher move back and forth in the use of language. Changing from one language to another raises the issue of translation in mathematics teaching. Translation in teaching is a nuanced and complex process but directed to be teacher's responsibility to make learning easier among students.

In a longitudinal study, a multilevel structural mediation model was used to investigate the effects of teachers' content knowledge and pedagogical content knowledge on the quality of instruction and students' progress in mathematics. It showed variance in achievements of students and was explained by the instructional quality, and it showed that higher levels of content knowledge had no direct impact

on either the potential for cognitive activation or on the individual learning support that teachers were able to provide. It was the level of pedagogical content knowledge that was crucial in both cases. However, teachers with higher content knowledge scores were better able to align the material covered with the curriculum (Baumert et al. 2010).

In the Philippines, mathematics is being taught in English for years. In other countries, like Europe, universities use their native languages with English as additional language. They are exhorted to cultivate and develop multilingualism. But, the English language reigns supreme and has become the main foreign language used as a means of instruction. However, as in other areas of knowledge, shifts in emphasis and other changes have long been espoused for the continual growth of teachers. In addition, changes in media, materials, and technology paved the way to the conceptualization of teachers' roles. The use of ethno methodology and conversation analysis has been tried and tested to demonstrate the notion of 'medium of classroom interaction' which is a more appropriate 'scheme' for the interpretation of the bilingual practices.

There are several concerns in Philippine Education since the 1940s. First, limitations in the teaching of the national language must be observed. It is considered more difficult to learn the national language than English. Many claim that the teaching of the national language weakens instruction in English. Second, in the early times, teachers were generally not prepared. Because of the death of qualified teachers, anyone who had the smattering of Tagalog was allowed to teach. These are in conflict with the statement of Lemetyinen which says: "Language is a cognition that truly makes us human." Lastly, one of the greatest drawbacks is the lack or inadequate instructional materials in the language (Isidro, 2013).

Multilingual education is an innovative approach to learning but warned that it would not work when one only changes the language by translating existing materials into the local language. "There must be a development of good curricula, a pool of adequately trained teachers in the required languages, content and methodology, production of sufficient and suitable teaching materials, and the empowerment of the community" (Nolasco, 2014).

The implementation in the use of mother tongue builds different results among learners. In the teaching of mathematics, one of its major concerns will be the translation of mathematical concepts. These translations may build a different understanding among learners. Also, looking at a bigger perspective, mathematics being taught in native language cannot be used globally or in a bigger market.

One concern in the implementation of MTB-MLE in the Philippines is the attitude of the people towards it. The reality in the Philippines is that the people regard English as the premium language with Filipino and other local languages relegated to the background. In fact, they found out that more than half of the respondents considered themselves highly proficient in English and at the university level, over 90% preferred English as the medium of instruction above any other language. Moreover, with the increase in student understanding, teachers and parents expressed concern about the future implications for learning in the dialect rather than in English. Teachers have ambiguous feelings towards the implementation of MTB-MLE. While they are following the policy, they have covertly resisted the system because of future concerns about the outcomes of the MTB-MLE (Burton, 2013).

Another concern in the implementation of MTB-MLE is the lack of uniformity of assessment practices in primary education. It was found that the difficulty of translating technical terms in mathematics, which came about from the teachers' inability to translate technical terms to the dialect, resulted in confusion and weak results in standardized tests which use English as the medium. This situation happened in using technical terms in mathematics and science subjects. There are instances where no equivalent words in the mother tongue exist for a particular term in the subject. These cases may create confusion in the translation of the word into the mother tongue, which may eventually create difficulty for the students during standardized examinations which use English as the medium (Dio & Jamora 2014).

METHODOLOGY

Research Design

The study used the Quasi-Experimental Design to determine the effects of the multilingual approach in teaching mathematics compared to the teaching process which utilized English alone as a medium of instruction. There were two groups, the experimental and the control group that were randomly assigned. Instruments used were the fifty (50)-item researcher-made tests for four (4) weeks that served as the pretest and posttest. Both groups were given the pretest and posttest. Only the experimental group received the treatment which is the use of the multilingual approach in teaching mathematics.

Two groups were used as participants of the experiment and both groups were assessed twice every week. First, at the start of the weekly lesson and the second, at the end of the weekly lesson. The first assessment served as the pretest, represented by 01 and 03, were the pretests mean scores of the participants of both groups. The second assessment was the posttest, represented by 02 and 04 were the posttests mean scores of the participants of both groups. The measurement or observation was collected at the same time for both groups.

The Quasi-Experimental Design was used in this study. It aimed to find out whether the multilingual approach in teaching mathematics, which served as the intervention to the experimental group, can increase the level of students' performance compared to that of the control group that used English alone as the medium of instruction in teaching mathematics.

Research Participants and Sampling Procedure

The participants of the study were the Grade 3 pupils of C.H.I.L.D'S Academy Inc., Roxas City for the academic year 2019-2020.

In a class of thirty (30) handled by the researcher, two groups were formed with fifteen (15) pupils in each group. The first group

was classified as the experimental group and the other, as the control group.

To determine who among the students would belong to the experimental group and control group, random sampling was used. The researcher wrote the names of the respondents in small pieces of paper. These were then rolled and placed inside a box. The researcher picked the first fifteen (15) pieces of paper which were included in the experimental group.

The researcher also picked the remaining fifteen (15) pieces which were included in the control group.

Research Instrument Used

The data on the performance of the participants before and after the intervention were obtained using the two (2) 10-item researcher made and (2) 15 - item researcher made tests (see appendix I), with a total of 50 items for each group. The 50-item posttest and pretest given to the pupils of each group, were all based on the mathematics lessons for the third grading period of the K-12 curriculum and the year plan of C.H.I.L.D'S Academy, Inc.

The researcher-made tests were validated by a panel consisting of an expert, an English Critic, and a statistician (see appendix C, D, and E). As suggested by the panel, the researcher-made tests did not undergo pilot testing. After the intervention, all pretest and posttest scores were summed up. The total results of the posttests would determine whether the experimental group learned better than the control group.

The total of the posttest results of the experimental group was compared to the total pretest results to determine the effectiveness of each method in the performance of the participants in learning mathematics. The experimental group used the multilingual approach in learning mathematics while the control group used the English language alone as the medium of instruction.

The researcher-made instrument had its corresponding rating scale to validate the performance of both control group and experimental group in teaching mathematics. There are five options to choose

from, such as “very effective”, “effective”, “moderately effective”, “less effective”, and “least effective” with corresponding verbal interpretations.

Table 1: Table of scoring the performance of the respondents in both experimental and control group.

Score Interval	Responses	Verbal Interpretation
10.01 – 12.50	Very Effective	Excellent
7.51 – 10.00	Effective	Very Good
5.01 – 7.50	Moderately Effective	Good
2.51 – 5.00	Less Effective	Poor
0 – 2.50	Least Effective	Very Poor

Data Gathering Procedure

The researcher secured an approval from the principal of C.H.I.L.D’S Academy, Inc. (see Appendix A) for the involvement of the Grade 3 pupils as respondents of the study. Since the two groups belonged to one class, they were taught in different classrooms. The two groups were handled by the researcher on different time schedules but the same lessons were taught.

During the start of the intervention, the researcher explained to the students that the new setup of their math class would last for four (4) weeks only. Mathematics from Monday – Friday, was taught for sixty (60) minutes in one meeting for both experimental group and control group. The teaching sessions for each group had different time schedules to enable the researcher to handle and observe both groups efficiently. The experimental group was taught in a different classroom while the control group remained in their original classroom.

The time schedule below was followed throughout the experimental period.

Group	Classroom	Day/Time
Experimental Group	White Room	Monday - Friday 8:20 - 9:20
Control Group	Yellow Room	Monday - Friday 9:20 - 10:20

Before administering the pretest-posttest to each group the researcher conditioned the students that every week they will be taking a pretest at the start of every weekly lessons and a posttest after the weekly lessons were discussed.

During the administration of the pretest to the experimental group, the researcher informed the pupils that their questionnaires contained multilingual instructions in English, Hiligaynon and Tagalog. At first, the pupils got scared but the researcher convinced them that it would still be the same with their regular worksheets because English was still used for the instructions, though with the addition of Hiligaynon and Tagalog.

Eight topics were assigned for the whole experimentation period. Two (2) topics every week were discussed and expounded.

In the first week, the assigned topics for both groups were *Money* and *Ordinals*.

In the second week, the assigned topics for both groups were *Properties of Multiplication* and *Writing Division Sentence*.

In the third week, the assigned topics for both groups were *Division* and *Performing Division Sentences*.

In the fourth week, the assigned topics for both groups were *Understanding Fractions* and *Comparing Fractions Using Cross Multiplication Technique*.

The test questions for both the experimental and control group were formulated using a table of specification to determine the number of items to be given for both groups for each weekly lesson. The two (2) 10-item and two (2) 15- item researcher-made tests, with a total of 50 items were used as the pretests and posttests that were given to both groups. All the scores of the pretest and posttest were summed up at the end of the intervention.

The tests were administered from October 28 to November 29, 2019.

Data Analysis and Interpretation Procedure

The statistical tools used to analyze the data are mean, frequency count, and t-test.

For problem statements number 1 and 3 on the performance of the control group and experimental groups the mean and grand mean were used in the pretest and posttest.

For problem statements 2 and 4 on the significant differences in the pretest and posttest performances of the control and the experimental groups the t-test was used.

The level of significance was set at alpha 0.05. Statistical data were processed and analyzed using the Statistical Package for Social Sciences (SPSS).

FINDINGS OF THE STUDY

The performance of the control and experimental groups in their pretest score was good.

There was no significant difference between in the -test performance of the control and experimental groups in their pretest.

The performance of the control and experimental groups in their post test score was excellent.

There was no significant difference in the performance of the control and experimental groups in their posttest score.

There was a significant difference in the performance of the control and experimental groups in their pretest and posttest scores.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The control group is very good and the experimental group is good in their performance during their pretest.

2. The control and experimental groups perform alike in their pretest scores.
3. The control and experimental groups are excellent in their performance during the posttest.
4. The control and experimental groups perform alike in their posttest scores.
5. The control and experimental groups perform better in their posttest scores as compared to their pretest scores.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. The Department of Education (DepEd) may start to evaluate the current standing of mathematics teaching in the Philippines and also with the effectiveness of teaching mathematics using other languages other than English. Since the experimental group got the lowest score in the pretest, especially in lessons related to division and fractions, the Department of Education may consider conducting research studies to evaluate the difficulty of pupils in learning division or fractions in the use of multilingual approach in teaching mathematics.
2. Curriculum makers or mathematics supervisors may give pre-assessments among schools before giving interventions in the learning process. Pre-assessment must be done to determine the type of strategy to be used in the delivery of lessons in a specific school. This will help determine if English alone, as a medium of instruction mathematics, gives a higher result in learning math concepts especially in teaching lessons related to division and fractions.
3. School heads and subject coordinators may design school classroom sessions that will help students understand, relate, and translate mathematical concepts in different languages. Additional learning materials in mathematics patterned to

their native language or other languages can also help students understand mathematical concepts especially concepts related to fractions which turned out to be the weakness of the experimental group. This may help learners improve their scores when it comes to answering questions related to fractions.

4. Teachers may set the classroom environment conducive for learners by letting them communicate freely during activities and assess the problems of pupils in mathematics and language understanding to devise approaches during the process. Teachers need to understand the language of communication in which their students are comfortable with in order to maximize classroom participation. In the case of the learners taught using the multilingual approach, additional sessions related to the translation of mathematical concepts may enhance their capacity in answering mathematical problems.
5. Parents may provide students the exposure and encourage a communication process at home with the use of their native language to unlock difficulties in learning mathematical concepts in other languages. Through this exposure at an early age, learners will have some sort of prior knowledge that will help them understand lessons like fractions and division when taught in other languages.
6. Further research along the same issue is recommended to add literature in the teaching of mathematics using the two approaches.

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CONFLICT MANAGEMENT STYLES OF PUBLIC-SCHOOL PRINCIPALS AND SCHOOL CLIMATE IN UNIT III - DIVISION OF CAPIZ

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ABSTRACT

The study investigated public school teachers' assessment of the extent of conflict management styles of public-school principals and the degree of school climate in Unit III in the Division of Capiz. It specifically sought to determine the extent of conflict management styles and degree of school climate. This was a descriptive-correlational study which covered two hundred eighty-two (282) randomly selected public elementary school teachers in the Districts of Dao, Jamindan, Mambusao East, Mabusao West, and Sigma, Capiz.

A researcher-made questionnaire which was subjected to validity and reliability testing was used to gather the needed information and data. Frequency, percentage and mean were used to analyze descriptive data, the t-test and f-test for differences and Pearson product moment correlation coefficient for relationship. Significance was determined on a 0.05 alpha level of significance.

As perceived by elementary school teachers, public-school principals in Unit III-Division of Capiz were consistent in demonstrating their conflict management styles most of the time. The school climate in Unit III – Division of Capiz was regularly within expectations. The socio-demographic profile of the elementary school teachers did not affect their perception of the conflict management styles of public-school principals while highest educational attainment affected teachers' perception of the degree of school climate in Unit III-Division of Capiz. Conflict management styles of public-school principals and the school climate in Unit III-Division of Capiz were mutually dependent.

Keywords: conflict management, styles, school climate

INTRODUCTION

Background and Rationale of the Study

In the United States school environment, conflict management preferred strategies to handle a conflict with goals of limiting negative impact and enhancing positive impact. It addresses the attitudinal, behavioral, or resource-related incompatibility perceived by at least one of the interdependent parties in a given context. The most influential theory around their conflict management practices is based on the managerial grid which is used to describe five main conflict management strategies: integration (a win-win strategy that seeks to maximize mutual benefit by open communication), accommodation (a win-lose strategy by giving up one's own needs to satisfy the other's), domination (a lose-win strategy by maximizing one's own needs without considering the other's), avoidance (a lose-lose behavior by withdrawal), and compromise (a give-and-take strategy to meet mutual needs in the middle) (Wang, 2015).

Similarly, conflict management has a natural fit with intercultural dialogue because cultural differences make conflict preordained. People are often unaware that such conflict tends to be pseudo conflict: Perceived incompatibilities often result from lack of familiarity of the other's cultural values and norms rather than discordancy. Open, ethical, and empathetic intercultural dialogue is essential for successful conflict management (Rahim, 2012).

In the Philippines, school principals have different roles and functions in the unending educational process. They are strong agents to attain quality education. To merit quality education is to have quality school managers. If a quality leader is to be improved, then special attention should also be focused on their conflict management styles. For, to be a school manager requires extraordinary qualities, traits, values, attitudes and behavior to be effective.

It is widely acknowledged that some school principals, in performing their various roles, encountered difficulties and problems which need much attention. As they face the challenge of the administrative position, they make the necessary adjustments to cope up with the demands of the job. It is a struggle or contest between

people with opposing needs, values or goals. It may also arise in professional rivalry, grudges and behavioral problems. There are challenges which require them to make adaptation to the educational environment (Sumera-Icutan, 2017).

Cognizant of the aforementioned prevailing issues and conditions that school principals face are the conflicts they face towards their work requirements, relationship with co-school managers, relations with the profession, relationship with higher authorities and relation with external stakeholders, there is a need for conflict resolutions to be employed. Thus, the researcher and a teacher as well is led to believe that there is a need to conduct a research that would be used as a basis for improvement geared towards the welfare of the school managers as they go through their administrative and management functions.

This research looked into the extent of conflict management styles of the different public-school principals and the degree of school climate as basis for innovative administrative programs in the Division of Capiz.

This study was conducted primarily to identify how conflict management styles could address the prevailing issues and conditions that school principals face towards their work requirements, relationship with co-school managers, relations with the profession, relationship with higher authorities and relation with external stakeholders and how conflict management was associated with the development of an effective school climate.

Statement of the Problem

This study investigated teachers' assessment of conflict management styles of public-school principals and school climate in Unit III - Division of Capiz as evaluated by public elementary school teachers.

Specifically, it aimed to answer the following questions;

1. What is the extent of conflict management styles of public-school principals in Unit III - Division of Capiz in terms

- of collaborating, compromising, competing, avoiding, and accommodating?
2. What is the degree of school climate in Unit III - Division of Capiz in terms of student engagement, school safety and learning environment?
 3. Is there a significant difference in the extent of conflict management styles of public-school principals in Unit III - Division of Capiz when they are grouped according to their socio-demographic characteristics?
 4. Is there a significant difference in the degree of school climate in Unit III - Division of Capiz when they are grouped according to their socio-demographic characteristics?
 5. Is there a significant relationship between conflict management styles of public-school principals and school climate in Unit III - Division of Capiz?

Hypotheses of the Study

Based from the foregoing problems, the following hypotheses were advanced:

1. There is no significant difference in the extent of conflict management styles of public-school principals in Unit III - Division of Capiz when grouped according to socio-demographic characteristics.
2. There is no significant difference in the degree of school climate in Unit III - Division of Capiz when grouped according to socio-demographic characteristics.
3. There is no significant relationship between conflict management styles of public-school principals and school climate in Unit 3 - Division of Capiz.

Theoretical Framework

The study was anchored on the Interaction Theory of Conflict by

Ndunge (2016) which states that the seeds of conflict lie in the process of interaction between parties. Opposing values, perceptions, attitudes and behavioral dispositions of parties are some of the factors that can cause people to come into conflict. He proposes that it depends on the leader on how to choose management style to resolve the conflict. Knowing the root of the conflict, it gives an idea to the leader on how to resolve the conflict. The teacher/principal relationships which are founded purely on the existence of formal power create conflict (Cronk, 1987). This theory was deemed appropriate for the present study because conflict management styles of the different school principals correlate to effective school administration. Hence, this interaction is essential to resolve conflicts and forge school progress.

Another theory that supports the framework of the study is the School Climate Theory of Astor and Benbenishty (2018) which points out that favorable school climate is associated with student outcomes such as academic achievement. Similarly, Cornell and Huang (2018) stressed that school climate should be regarded as a system of school characteristics that influence one another and are linked to meaningful student outcomes. They suggested that inherently interpersonal characteristics, such as the quality of teacher-student relationships, should be distinguished from personal characteristics such as motivation and engagement and those in turn should be distinguished from behavioral outcomes such as test performance or school attendance.

These theories are appropriate for the present study for they present how management styles can practically resolve issues on relationships in a school environment which represents the main purpose of the study. They present how conflict management styles are linked to the promotion of a healthy and conducive school environment and meaningful outcomes.

Conceptual Framework

The framework considered socio-demographic profile of the respondents such as sex, age, highest educational attainment, length of service and civil status as the independent variables and related

to the respondent's assessment of the extent of conflict management styles of school principals as a correlate of the degree of school climate as dependent variables. The framework delineates how the extent of conflict management styles is associated to the degree of school climate. Figure 1 shows the conceptual framework of the study.

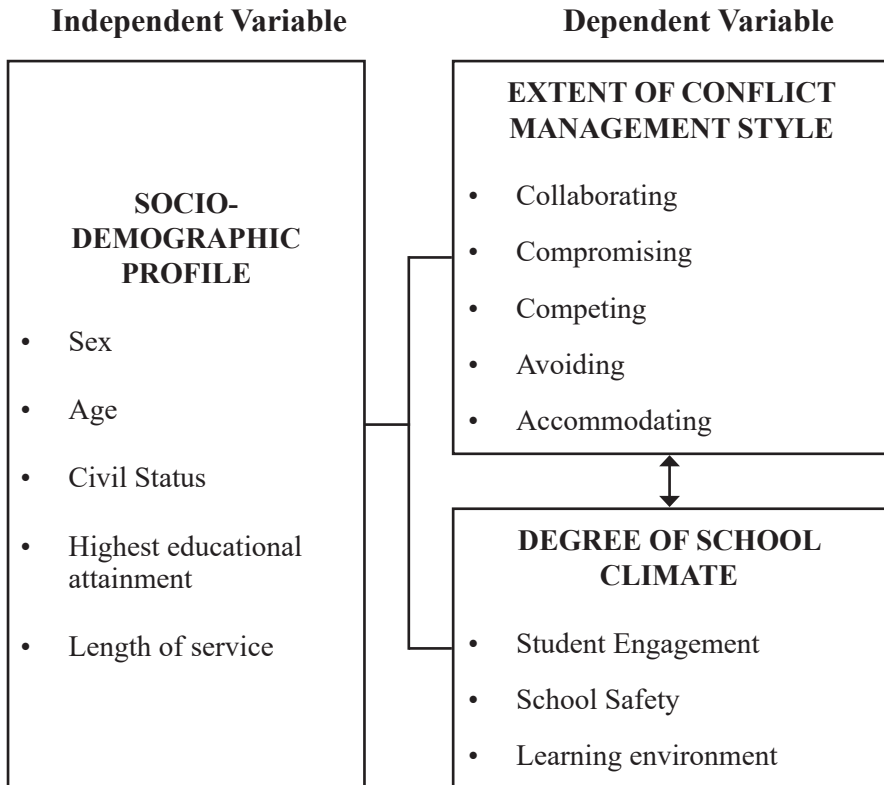


Figure 1: Schematic diagram showing the framework of the study.

RELATED LITERATURE

Conflict among workers in an organization is inevitable. If it is managed properly, it will bring catalyst for change and can have a positive impact on employee satisfaction and performance of the organization. Conversely, unmanaged conflict negatively

impacts both employee satisfaction and job performance. When organizational leaders ignore workplace conflict, they send a message that unsatisfactory job performance and inappropriate behavior are acceptable (Bakhare, 2010).

Conflict in human interaction occurs naturally, existing whenever there is a difference over opinions, beliefs, values, priorities, and situations. It occurs as a result of two or more interdependent parties perceiving incompatibility, as well as possible interference from other. This threat must be psychologically perceived by at least one of the parties. Due to the parties' interdependence, the end or continuation of the conflict will depend on the mutual effort of those involved (Jaramillo, Mulki, & Boles, 2011).

Properly managed conflict promotes open communication, collaborative decision making, regular feedback, and timely resolution of conflict. Open communication and collaboration enhance the flow of new ideas and strengthen work relationship, which can have a positive effect on employee morale. Regular feedback and timely resolution of conflict has the potential of improving employee satisfaction and job performance (Awan and Saeed, 2015).

Negative work environment that does not promote conflict resolution can result in poor employee behavior and job performance. Unmanaged conflict promotes dysfunctional communication and poor behavior among staff. Poor behavior on the part of one employee has the power to affect overall employee morale, which results in lower productivity (Awan and Anjum, 2015).

Conflict is not just an annoyance. It costs money and those costs can be calculated, in terms of wasted time, bad decision, lost employees. In the health care industry, patients' health and even their lives can be affected by unmanaged conflict (Ololube, 2012).

If individuals do not have the communication or interpersonal skills to resolve their disputes, the conflict can grow and spread to others, eventually affecting their job performance, which, in turn, affects the job satisfaction of others, as well in addition to the staff not having the communication skills to address their disputes, their leaders often lack the necessary skills to be effective in conflict resolution. Once human resources personnel are involved, the process becomes punitive and results in disciplinary action, which contributes to an even greater

reduction in employee morale and employee satisfaction (Awan and Ibrahim, 2015).

Different theories from other fields of study have also been employed to understand conflict and communication over the years. Such was the case with game theory, in which players were viewed as rational beings making strategic moves aiming to maximize gains and minimize losses. However, communication scholars encountered a challenge to this theory, explaining that motives and intentions remained ambiguous due to the lack of explicit communication between players (Joanna, T. et al., 2010). Different schools of thought about conflict have developed over the years. Traditionally, conflict has been negatively perceived by various cultures. Early scholars focused on conflict as primarily negative, suggesting resolution or avoidance as preferable strategies, typically focused on preventing destructive conflicts. It was known that conflict could degrade relationships, cause communication to decrease, and produce resistance and stalemates.

However, it is simplistic to view conflict as being generally bad. Therefore, early scholars moved away from the predominant view of conflict as a creator of imbalance or disruption of the equilibrium of a system. Conflict has many positive impacts when managed effectively and equitably as it occurs. Conflict often produces necessary change and growth in individuals, teams, and organizations. Conflict can be functional or dysfunctional. This view has evolved as scholars questioned the need to preserve existing systems, exploring the role of conflict in the process of change, as well as investigating its benefits.

Further, Bakhare said that, the positive aspects of conflict were recognized, such as its ability to promote cohesiveness maintain power balances and facilitate change and prevent stagnation. In later years, the constructive view of conflict considered it to be functional and necessary. Conflict also provided an opportunity to express problems. He explains that an ongoing minimal level of conflict is necessary for social groups to perform healthily, as a means for balancing interests and meeting mutual needs. Scholars also criticized the linear, sender-oriented view of communication, which assumed that communication would directly impact the state of a conflict. Thus, conflict became viewed as a cyclical process, laying the groundwork for systems-interaction views of communication (Bakhare, 2010). Conflict is

pervasive in a wide variety of settings of which the workplace is no exception. It is common to find conflict within organizations, specifically in an educational organization wherein it is composed of different personalities, knowledgeable individual and raised differently, and of unequal rank, such as superiors and subordinates. Thus, a leader must know how to manage this conflict in an organization in a healthy way. He must equip with the different conflict management style (Jaramillo, Mulki, & Boles, 2011).

Conflict management styles are essential in order to utilize them for handling conflicts in the schools. Prominent conflict handling styles include; competing, avoiding, collaborating, compromising, accommodating and mediation. Among all mentioned styles, using the mediation approach, can be very beneficial especially for those schools situated in suburban areas of cities with behavioral disciplinary problems (Armstrong, 2011).

Conflict is inherent in organizations, and managing it is a function of the leader. As the nature of organizations has evolved over time, so have the role of conflict in them and the work of the leader in responding to conflict situations. Early organizational theorists viewed conflict as detrimental to organizations. Now conflict is considered a natural phenomenon, “a normal human condition that is always present to some degree. The manner in which conflict is handled has potential to affect organizations and influence organizational outcomes. Effectively managing rather than eradicating conflict has become a function of an effective leader (Schein, 2010).

From Thomas’s work, differentiated five styles of handling conflict based on concern for self and concern for others. These five styles of managing conflict – integrating, obliging, compromising, dominating, and avoiding – are the modes assessed. These are the measure of conflict management preferences used in this study (Boucher, 2017).

Every individual inside the school environment is very much liable for the outcomes of his/her performance. Conflict seriously affects the performance of employees. This is true because productivity of individuals depends on their job performance. Poor conflict management style reduces productivity on work performance while positive performance is achieved if conflict is constructively managed. Additionally, in his studies at Nigerian State Civil Service, conflict

in whatever level should not be ignored but should be effectively managed for better employee productivity in the workplace. Thus, conflict, if not managed well by school administrators, will result in stress among teachers and probably affect their performance (Anwar, 2012).

In the Philippines, researchers confirmed the presence of conflicts in educational institutions. Interpersonal conflicts appeared to be more prevalent. This happens due to failures in communication and differences in opinion. Thus, the Department of Education should consider the aspects of imposing or even implementing programs on conflict management for various fields and areas of specialization. A well-planned training program is needed to enhance conflict management style of the school heads. Conflict Management Style is an essential tool to solve problems of conflict so that its negative impacts will be overcome. The school managers or school administrators are the ones who are directly involved in this cause. They should take the lead in finding suitable approaches in dealing with and managing conflict between and among teachers. A continuing program for conflict management among teachers is indeed necessary (Cadiz, et. al 2016).

Interpersonal conflicts or conflicts experienced by teachers must be handled well by school administrators and even the teachers themselves. The school administrators should be knowledgeable on the different strategies on how to deal with and manage conflicts. Conflict management can be considered as the process of removing barriers to something for agreement.

METHODOLOGY

Research Design

This study utilized the descriptive-correlational research design. The purpose of the researcher was to determine the teacher respondent's extent of conflict management styles of public-school principals and its relationship to the school climate. The descriptive type of study finds answer to the questions who, what, when, where

and how. It describes the situation or a given state of affairs in terms of specified aspects or factors. Descriptive research typically describes what appears to be happening and what the important variables seem to be (McMillan,2005).

Quantitative research was used to reflect in numbers the respondents' demographic profile. Quantitative research is a research that seeks to quantify or reflect in numbers the observations on characteristics of the population being studied. It measures the number the respondents or object possessing a particular characteristic. It emphasizes precise measurement and often times requires statistical analysis of data or the testing of hypothesis based on the purpose of correlational research was to determine the relations among two or more variables (Johnson, 2011).

Data were gathered from multiple variables sample observation and correlational statistical techniques were then applied to the data. Thus, correlational research is a bit more complicated than descriptive research; after the important variables have been identified, the relations among those variables are investigated. Correlational research investigates a range of factors, including the nature of the relationship between two or more variables and the theoretical model that might be developed and tested to explain these resultant correlations. Correlation does not imply causation. Thus, correlational research can only enable the researcher to make weak causal inferences at best (Li 2013).

This design was considered appropriate to this study because it intended to determine the conflict management styles of public school and School Climate in unit III-Division of Capiz for the school year 2019-2020.

This research design adopted the quantitative methods in gathering the data. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie,2010).

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon.

Research Participants and Sampling Procedure

The respondents of the study were the two hundred eighty-two (282) drawn from the population of nine hundred fifty-one (951) teachers of Unit III-Division of Capiz during the school year 2019-2020.

Sampling is a process of choosing a representative proportion of the population or some elements in a population (David, 2002) in Arostique (2014). The process may either adopt two basic types of sampling, the non-probability sampling and the probability sampling. Non-probability sampling is arbitrary (non-random) and is general subjective. Probability sampling is based on the concept of random selection, a procedure that assures all elements in the population are given equal chances of being selected as sample unit (David, 2002)

Since public schools in Unit III-Division of Capiz are composed of large numbers of teachers, the researcher adopted the probability sampling procedure to assure all the respondents to be given a chance to be selected as sample respondents. To get the sample, Cochran formula was used.

The 282 sample size respondents were proportionally taken from the 951 teachers in Unit III, Division of Capiz. In determining the actual respondents for each district, the proportional allocation formula of Pagoso (1987

An illustration of this formula in getting the sample size is shown below. Distribution of each sample size and percentage distribution of the respondents is presented in Table 1.

Table 1. Population of the districts in Unit III – Division of Capiz.

District	Population	Sample	Percentage
Dao	190	56	19.86
Sigma	198	59	20.92
Jamindan	270	80	28.37
Mambusao East	158	47	16.67
Mambusao West	135	40	14.18
Total	951	282	100.00

Research Instrument Used

In the development of the survey questionnaire as the main instrument for data collection, the researcher divided it into three main parts. The first part was on the socio-demographic data of the respondents such as; age, sex, highest educational attainment, length of service and civil status. This part is important because the generated data answer the first problem statement.

The second part of the instrument dealt on the conflict management styles which included the collaborating, compromising, competing, avoiding, and accommodating. Each category had a five (5) item statements validated by the panel of experts for reliability that dealt with the conflict management style so that the researcher would be able to answer the second problem statement of the study. Respondents were asked to rate according to his/her preference, namely; 5 – Very Evident- the condition expressed by the statement is exhibited at all times, there is extra evidence to support it, 4 - Evident – the condition expressed by the statement is exhibited most of the time, there is consistent evidence to support it, 3 – Moderately Evident - the condition expressed by the statement is exhibited now and then, there is an evidence to support it only that it is not consistent, 2 – Less Evident - the condition expressed by the statement is exhibited only once in a while , there is hardly an evidence to support it, 1 – Least Evident - the condition expressed by the statement is not exhibited, there is no evidence to support it.

The third part of the instrument dealt on the school climate in terms of; engagement, school safety, learning environment. Each item had the same rating scale with Part II which the respondents could choose one according to his/her preference as mentioned above. Each category had a five (5) item questions dealing with the school climate so that the researcher would be able to answer the third problem statement of the study.

The researcher employed the rating scale which has the following verbal interpretation:

Value	Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5	4.21-5.00	Significantly Exceeds Expectation	The condition expressed by the statement is exhibited at all times; there is extra evidence to support it.
4	3.41-4.20	Regularly Within Expectation	The condition expressed by the statement is exhibited most of the times; there is consistent evidence to support it.
3	2.61-3.40	Occasionally Within Expectation	The condition expressed by the statement is exhibited now and then; there is evidence to support it-only that it is not consistent.
2	1.81-2.60	Hardly Within Expectation	The condition expressed by the statement is exhibited only once in a while; there is hardly an evidence to support it.
1	1.00-1.80	Not Within Expectation	The condition expressed by the statement is not exhibited; there is no evidence to support it.

Data Gathering Procedure

After the validation of the questionnaire's reliability, the researcher requested permission from the Division of Capiz (Appendix A, page 82) to conduct the questionnaire-survey among the teachers in Unit-III. The researcher personally distributed the questionnaires and explained the items/questions therein very clearly. After two weeks, October 15, 2019 the researcher retrieved the instruments.

Data Analysis and Interpretation Procedure

Collected data were prepared for analysis and interpretation. All the data gathered were based from the responses from the questionnaire. Data were analyzed and interpreted based on the order of the problem statements in the study.

FINDINGS OF THE STUDY

The findings of the study are:

1. The conflict management styles of public-school principals in Unit III-Division of Capiz was regularly within expectation.
2. The school climate in Unit III-Division of Capiz was regularly within expectation.
3. There is no significant difference in the conflict management styles of public-school principals in Unit III-Division of Capiz when grouped according to their selected socio-demographic profile.
4. There is a significant difference in the degree of school climate in Unit III-Division of Capiz only when their highest educational attainment is considered.
5. There is a significant relationship between the conflict management styles of public-school principals and school climate in Unit III-Division of Capiz.

CONCLUSIONS

The study assessed the extent of conflict management styles in Unit III in the Division of Capiz. It basically focused on areas like the conflict management styles of public-school principals and the degree of school climate. Based on the findings of the study, the following conclusions were drawn:

1. Public school principals in Unit III-Division of Capiz are consistent in demonstrating their conflict management styles most of the time.
2. The school climate in Unit III-Division of Capiz is consistently exhibited most of the time.
3. The socio-demographic profile of the respondents does not affect their conflict management styles.
4. The highest educational attainment of the respondents affects the degree of school climate in Unit III-Division of Capiz.
5. The conflict management styles of public-school principals and the school climate in Unit III-Division of Capiz are mutually dependent.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were made.

1. Principals in educational institutions may allow special education on the appropriate ways of managing conflict through the organization of internal meetings and seminars. Through workshops, the principals and other members of the school could be educated to acquire conflict management skills which are essential in managing conflicts. The principal could further be educated to accommodate each other's behaviors and differences.
2. Basically, the degree of school climate in the Division of Capiz is defined by student engagement, learning environment and school safety. Hence, developing a good school can be made by encouraging proper waste disposal to maintain school cleanliness. Developing a conducive environment can be beneficial to school. This can be done by developing school cleanliness programs in the classroom and school level. The development of a school wide cleanliness policy will harmonize school cleanliness programs to all stakeholders.
3. Public school principals should practice the same level of

conflict management practices. School environment usually imposes the same conflict situations among teachers, parents and pupils. The need for a practical approach, such as open communication, to conflict management would mean almost the same conflicts situations among public schools.

4. Principals with higher educational degree exhibit similar conflict management styles than those with lower educational degree. Hence, the research recommends that practicing school principals need an ongoing formal professional development on conflict management because education practices constantly evolves all the time.
5. More researches need to be conducted in schools regarding the instilling of conflict management among school principals.

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AFFECTIVE MATURITY AND VOCATION PERSEVERANCE AMONG THE SALESIANS OF DON BOSCO IN TIMOR LESTE

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ABSTRACT

This study determined the levels of affective maturity and the extent of vocation perseverance of the SDB in TL, their differences in terms of selected profile and the relationship between two main variables. The study used the descriptive-correlational design. A stratified random sampling was used to determine the 110 out of 152 Salesians from TL who were the respondents of the study.

A researcher-made questionnaire was used to gather the needed information and data. It was subjected to validity and reliability testing and was found valid and reliable. Frequency, percentage and mean were used to analyse descriptive data, the t-test and f-test for differences and Pearson product-moment correlation coefficient for relationship. Significance was determined on a 0.05 level of significance. The SPSS was used.

The level of affective maturity of the SDB in TL was high in terms of cognition (awareness) and management.

The extent of vocation perseverance of the SDB in TL was moderately high in terms of spirituality, resiliency and fulfillment. Of these three attributes, spirituality was highest.

No significant differences in the level of affective maturity of the Salesians were found when the respondents were grouped according to age, level of formation and family type.

Significant differences in the extent of vocation perseverance of the Salesians were found when the respondents were grouped according to age and level of formation but not in terms of family type.

The results of the study further revealed that there was a significant relationship between affective maturity and vocation perseverance among the SDB in TL.

Keywords: maturity, vocation, perseverance

INTRODUCTION

Background and Rationale of the Study

Man first feels and then thinks. The emotional mind is quicker than the rational mind. These are conclusions made by Psychologists Paul Ekman and Seymour Epstein (Goleman 1995). Actions that pops up from the emotional mind carry foregone conclusion that can be confusing to the rational mind. Why? Because of first feelings and second thoughts. Based on teachers and parents' assessments in the United States between the years 1960 and 1980, the emotional malaise has gone up for children and youth. No one problem stood out but some indicators sneaked steadily on the inappropriate pathway. Some were withdrawal or social problems which meant preferring to be alone; being secretive; sulking a lot; lacking energy; feeling unhappy being overly dependent. Anxious and depressed which meant being lonely, having many fears and worries. Attention or thinking problems which meant being unable to pay attention or sit still. Delinquent or aggressive which meant hanging around kids who get in trouble; lying and cheating; arguing a lot; being mean to other people. These were some of the toxicity seeping into the experience of childhood suggesting discrepancies in emotional capabilities (Goleman 1995 p. 267)

Mental health is synonymous with maturity, and maturity is born of responsibility. You cannot be mentally or emotionally healthy if you are irresponsible. People with maturity understand a great truth; they understand that life is difficult. In being able to accept this fact about life, mature people learn to handle life in all of its difficulties, not expecting it to be different. They have learned to accept that not everything in life is going to be their way, show up in the way they thought it would and nor will the world change on its axis to make them happier. Mature people know that for any change to happen it has to come from within themselves, and this is where success or failure develop. The only way to live a more fulfilling, successful and purpose-driven life is when the choice is made to fully develop and live the attitudes and principles of a matured person. (Campbell 2012).

The lack of emotional awareness and management among the

young seminarians and newly ordained priests contributed to the recent crisis in the church, the sexual abuse revelations of 2002. And this factor can be traced out from the time of his formation in the seminary until he became a priest ordained. It is being said that it is impossible to be spiritually mature while remaining emotionally immature (Scazzero. 2006)

In this regard, it is just right that this phenomenon in the church which has escalated to almost many parts of the world be explored. In Asia, there are number of cases of abuse or misuse that need handling to be addressed. East Timor is not an exception to this lack of affective maturity among the seminarians and newly ordained priests. Timor-Leste, or East Timor, the youngest Asian nation, has a growing Catholic population as 97 percent of its 1.3 million population are Catholics. There are only about 220 priests in three dioceses serve them. In 2017, Bishop Norberto Do Amaral of Diocese of Maliana expressed the need for more diocesan priests “to serve people.”

This researcher has worked for more than 20 years in East Timor in a missionary capacity. Based on observation and experience, the emphasis on intellectual formation and lack of attention to the development of the affective maturity of the young Timorese Salesians has led to situations ending in vocation termination. A productive study of the correlation between the affective maturity and vocation perseverance among the Timorese Salesians of Don Bosco can vastly impact the plan of actions for formation to include emotional balance and can contribute to the perseverance of many vocations to the priesthood among the Timorese. The study could provide practical recommendations that would enhance affective balance and lead to better happiness in vocation perseverance of Timorese Salesians in the long run.

The present problem of sexual misconduct in the church can be correlated with the lack of affective maturity of formands and also the formators. In the near future, the study can be a source of further in -depth study of emotions of candidates to the priesthood in Timor Leste.

Statement of the Problem

This study tried to attempt to determine the level of affective maturity and the extent of vocation perseverance among the Salesians of Don Bosco (SDB) in Timor Leste (TL). Specifically, answers to the following questions were sought:

1. What is the level of affective maturity of SDB in TL in terms of awareness and management of emotions?
2. What is the extent of vocation perseverance of SDB in TL in terms of spirituality, resiliency and fulfillment?
3. Is there a significant difference in the affective maturity of the respondents when grouped according to their age, level of formation, and family type?
4. Is there a significant difference in the vocation perseverance of the SDB when grouped according to their age, level of formation, and family type?
5. Is there a significant relationship between the affective maturity and vocation perseverance of the SDB?

Theoretical Framework.

The study is anchored on the Theory of Emotional Intelligence by Psychologist Daniel Goleman (2004) that says, an ability to understand and manage emotions greatly increases the chances of success in life (Goleman, 2004). Secular thought on emotional maturity provides strong bases for the development of affective maturity in a person. Emotional maturity is a person's ability to understand and manage his emotions. An emotionally mature person can handle situations and adapt his communication accordingly without unnecessary escalation as well as employ a calm and logical approach to fix a problem or behavior. Emotionally mature people take accountability for their actions. They have the humility to admit wrongs and to rise from them. They live life making conscious decisions (Campbell, 2009)

Added to this is the theory of Emotionally Healthy Spirituality by

Peter Scazzero (2006) who in his book teaches that it is impossible to be spiritually happy while remaining emotionally immature (Scazzero, 2006). The Pastores Dabo Vobis (1992) describes affective maturity as “the capacity to relate correctly to both men and women. It involves a responsible love that touches the person in his physical, psyche and spiritual dimensions and in human relationships that result in a serene friendship at a deep brotherliness, with the capacity to reverence anything that is a threat to it. It requires self-maturity and the capacity to be a sincere gift of self to all. Furthermore, affective maturity in the context of priestly vocations “is a development growth process (dynamic, ongoing, progressive) of emotions that must be seen intellectually, humanly, spiritually, and pastorally (John Paul II, 1992).

These two theories can help in generating relationships between the healthy affective maturity of SDB and better their perseverance in the chosen vocation. Individuals who have reached a high level of affective maturity, can lead to more satisfaction in their daily living. Emotions can be controlled if one has gone to the management or training, and is equipped with skill (Rossetti 2006).

Conceptual Framework

The conceptual framework of this study is based on the descriptive correlation design. It is a statistical measure of a relationship between two variables. It gives an indication of how one variable may predict another. Assumes that there is an association of affective maturity to vocation perseverance. The assumption is that the more a Salesian is affectively mature, the more he will persevere in his chosen vocation. The independent variable consists of the socio-demographic profile of a Salesian, while the dependent variables are the affective maturity and vocation perseverance.

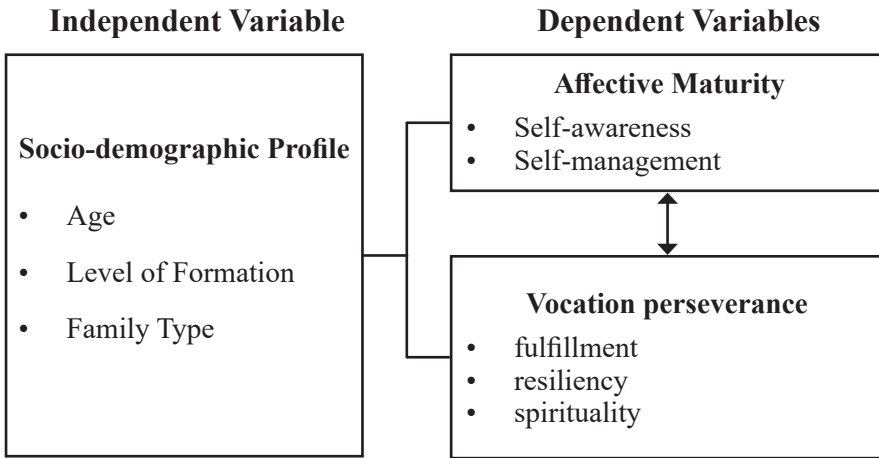


Figure 1: Schematic diagram showing the framework of the study.

RELATED LITERATURE

Affective maturity. Many studies have been made on the matter of affect or emotions which are interchangeably used in psychology. Daniel Goleman (2006) had made “emotional intelligence” (EQ) a common word now in the psychological world (Goleman, 2006). He did not really invent this word but he popularized it. The Goleman’s Theory of Emotional Intelligence has defined EQ as the ability to identify, assess, and control one’s own emotions, the emotions of others and those of groups. Goleman identified five characteristics that managers needed to develop, if they were to be successful. These are self-awareness, self-regulation, motivation, empathy and social skills. (Goleman, 2011)

In life when a person knows his emotions and takes it as an experience, he can easily have an appropriate expression in one’s actions, words and thoughts. Most of the time, man does not know how to express appropriately his emotions appropriately.

The universal documents of the Church use affective maturity as maturity of affection, that is, our affections and desires finding their term, their fulfilment, in Christ (Trapp, 2014). Monsignor Daniel Trapp said that as candidates grow, to full stature, they find the fulfilment

of all their desires in Christ. Ecclesial documents speak of affective maturity in this sense of *maturity of the affect*, that is, the affect, the emotional and subjectively experienced feelings, are those of mature adults. This means that candidates are not controlled by emotions but that they are aware of them, learn from them and integrate them in our relations with others and with the world (Trapp 2014).

This literature comes from a religious man who sees all as work being influenced by the workings of the Supreme Being, God. In this article Monsignor Trapp is banking on the spiritual force in a formand's life. It is by living the ideals of Christ that the formand or candidate experiences happiness in his vocation. Relationship with God as a formand is vital for perseverance.

Pope John Paul II in *Pastores dabo vobis* number 43 wrote: "Affective maturity is the result of an education in true and responsible Love. It is a significant and decisive factor in the formation of the candidates which can lead to its definitive perseverance in his call. *Pastores dabo vobis* (PDV) is an apostolic exhortation released on March 25, 1992 by Pope John Paul II. It concerns the formation of priests and is addressed to both clergy and the lay faithful of the Catholic Church (John Paul II, 1992). Psychology reveals that affective maturity is the ability of an individual to understand and manage his own emotions. Usually, emotional maturity is observed through one's thought and behaviour.

This is one of the many church documents that give importance to the human formation of candidates to the priesthood. It can help in the verification of the formation plan in the seminary. It also gives support to the need of and current vacuum in candidates to the priesthood.

Vocation perseverance. A dissertation made by Yulius Sunardi in the Marquette University in 2014 presents the simple way of measuring the vocation perseverance of priests and seminarians. He stated that though candidates have taken the suitability and general psychological health test, however these tests are not effective in predicting commitment to the priesthood, His conclusions explored that continuance commitment and the thought of leaving the priesthood had negative correlations (Sunardi, 2014).

A formand or newly ordained priest can easily stop his perseverance or commitment if he is not psychologically balanced. The usual non

perseverance in one's vocation is correlated negatively with affect balance. There are many predictive factors for commitment to the priestly vocation such as suitability, psychological health, religious convictions, well-being (Sunardi, 2014). In this study, this dissertation gives encouragement to the balanced way of knowing and using our human emotions to pursue one's call.

Priest satisfaction is one of the many topics given importance by writers and journalists in the Philippines. Jayeel Seranno Cornelio (2012) in his case study said that most Filipino priests are generally happy in their vocation in spite of many challenges they are in (Cornelio. 2012). He seems to conclude from the case study of a rural diocese in the Philippines, that the Filipino priests' satisfaction as diocesan priests is best understood as religious emotion. Their challenges revolve around economic limitations, problems with their bishop and leaders and the relational isolation brought about by social and socio-geographic distance. It is worthwhile to note that despite many challenges, priest respondents have responded that they are satisfied because they are still able to fulfill their vocation as priests and have an impact on the lives of their parishioners. As expressed by Cornelio:

“Priesthood satisfaction in this sense is not an individual state of mind dependent on the environment and circumstances. Instead, priesthood satisfaction can be understood as a religious emotion that allows them to remain faithful to their vocation as Catholic priests.” (Cornelio, 2012. page 1103).

This article touches some points of the predictors in vocation perseverance. In the research study (Cornelio, 2012); “The spirituality and fulfilment of duties of a priest in a rural setting are values that are still valid to be happy as a priest. In spite of many challenges, the priest-respondents have asserted that they are satisfied because they are still able to fulfil their vocation as priests and that they have an impact on the lives of their parishioners.” This supports the idea that as long as their spirituality and fulfilment of duties are met, formands remain in their vocation.

The influence of good and competent formators in the seminary is crucial in the life of candidates. Formators who are patient, kind, stable

in their emotions, intelligent and spiritual fathers can easily deduce good attitudes from the candidates/formands themselves. While formators who are only intelligent and are emotionally immature can be a threat to the growth of the candidates. The candidates would drink from their immaturity and become themselves emotionally immature. It is crucial that formators have balanced emotional life. The human formation of candidates begin with the formators themselves. Or better, both formators and formands are in the same boat in developing emotional maturity.

METHODOLOGY

Research Design

The descriptive-correlational design was used to describe the level of affective maturity and vocation perseverance attributes of Salesians of Don Bosco in Timor Leste. The descriptive-correlational method was appropriate to use because it described the variables and determines the relationships among the variables of the study.

The descriptive method describes the present characteristics of a particular population (Fraenkel and Wallen, 2009). This was suitable to the study because it described the (1) socio-demographic profile of the respondents; (2) level of affective maturity and (3) their level of vocation perseverance among the Salesians of Don Bosco in Timor Leste.

On the other hand, the study was correlational because it determines whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (Siddharth and Kalla, 2011). Thus, the research design had shown the degree of affective maturity and level of the vocation perseverance and their differences when they were grouped according to their selected profile. Another thing, correlation will show the level of affective maturity and vocation perseverance of the SDB in Timor Leste.

Research Participants and Sampling Procedure

The respondents of the study were the 152 Salesians of Don Bosco out of the 260 SDB in TL. They consisted of those Salesians who are in the three levels of formation i.e. the Tirocinium, the period of being students in Theology and the Quinquennium.

The sample was taken from a population of all the Salesians of Don Bosco in Timor Leste using the Slovin's formula with a margin of error of 0.05 (Stephanie, 2012).

Research Instrument Used

The research instrument in gathering the data on the affective maturity was a questionnaire influenced with certain revisions from the WLEIS (Wong & Law, 2007), whereas for vocation perseverance, the researcher made a questionnaire patterned from the DSES questionnaire (Underwood & Teresi, 2002).

The WLEIS and DSES used included the following:

Part I gathered information on the respondents' socio-demographic profile which were age, level of formation and family type.

Part II dealt with the degree of affective maturity attributes such as self-awareness and self-management of emotions. The Wong and Law Emotional Intelligence Scale (WLEIS) used a 16-item scale which has been specifically designed for use in organizations. Measuring sets a baseline, against which improvements or regressions can be determined (Wong, 2007). For this purpose, the items had been adopted according to the study need. Item numbers 1 to 4 touched on the self-awareness of one's emotions, item numbers 5 to 8 were on the awareness of others' emotion, items numbers 9 to 12 dealt on the self-management of emotions while the items numbers 13 to 16 dealt on the self-management of other's emotions. (see appendix D2).

Part III included items about the predictors of vocation perseverance such as spirituality, resiliency and fulfilment. The Daily Spiritual Experience Scale (DSES) was patterned with revisions. A 20-item self-report measure of spiritual experiences. Specifically

aimed to measure ordinary, or daily, spiritual experiences-not mystical experiences (e.g. hearing voices) and how they were an everyday part of the individual's life. Items 1 to 10 enquired about the spiritual experiences of respondents, items numbers 11 to 15 were on the resiliency issue, while item number 16 to 20 dealt on the matter of fulfilment (see appendix D4).

Responses to the items of the questionnaire included a 5-point Likert-type scale as follows:

Score	Score Interval	Response	Meaning of Verbal Interpretation
5	4.20 – 5.00	Strongly agree	I approve with this statement all the time. There is extra evidence that this statement is true.
4	3.40- 4.19	Agree	I approve with this statement always. There is consistent evidence that this statement is true.
3	2.60-3.39	Neutral	I do not approve any interpretation. I am doubtful of its manifestation. This statement is manifested but at times it is not consistent.
2	1.81-2.59	Disagree	I do not approve this statement. It is not in manifested in reality. There is hardly evidence that this statement is true.
1	1.00-1.80	Strongly disagree	I do not approve of this statement completely because there is never an evidence of it and it will never have.

However, in interpreting raw data for affective maturity and vocation perseverance, the researcher used the following score intervals and their meaning:

Score Interval	Response	Meaning of Verbal Interpretation
4.20 – 5.00	Very High	There is extra evidence that the statement is true.
3.40- 4.19	High	There is consistent evidence that the statement is true.
2.60-3.39	Moderately high	This statement is manifested as true but at times it is not consistent.
1.81-2.59	Low	There is hardly evidence that this statement is true.
1.00-1.80	Very Low	There is never an evidence of it and it will never have.

Data Gathering Procedure

Having established the validity and reliability of the researcher made questionnaire, the researcher obtained the permit to administer the questionnaire from the Provincial Superior of the SDB in Timor Leste. With the permit granted, the researcher personally went to Timor Leste and administered the survey (appendix B6, B7, B8). Administration of the questionnaire for the SDB respondents in the Philippines had them separately from those in Timor. He personally gathered the questionnaire to ensure 100 percent return rate. Data gathering took place between October 16, 2019 up to November 9, 2019 (see appendix B9, B10).

Data Analysis and Interpretation Procedure

After the retrieval of the survey questionnaires, the scores were encoded, analysed and interpreted by the researcher.

Descriptive data for problem statement 1 and 2 were analysed and interpreted using frequency in count, percentage and mean.

To test for significant differences on the level of affective maturity and vocation perseverance, when respondents were grouped according

to age, level of formations and family type, as per problem statement 3 and 4, the Walpole's (1994) the t-test and F-test (Anova) were used.

To test for significant relationship between affective maturity and vocation perseverance of the respondents, as per problem statement 5, the Pearson product-moment correlation coefficient was used. All the statistical analysis used the SPSS software. Level of significance was set at 0.05.

FINDINGS OF THE STUDY

Results of the study revealed that the level of affective maturity of the SDB in Timor Leste is high. The Salesians in Timor Leste have a consistent evidence of affective maturity i.e. they are aware of and can manage their emotions and impulses.

In terms of the extent of vocation perseverance among the SDB in Timor Leste results showed this to be moderately high which suggests that the SDB can improve on this aspect. Though their spirituality is higher than their resiliency and fulfillment. In psychology, it is normal for man to experience discouragement and negativity in fulfilling his assignments because of the aspect of acceptance and of being happy in the work influence perseverance. The inner peace (as spirituality) can be tapped in order to overcome obstructions in the fulfillment of given assignments and struggles.

Results likewise revealed that the level of affective maturity of the SDB in TL was not significant when the respondents were grouped according to age, levels of formation and family type. However, their extent of vocation perseverance was significant when they were grouped according to age, level of formation and family type. The younger ones vary in their perseverance as compared to that of the older ones. While the older ones vary in the level of formation because the older SDB persevere more than the younger ones.

There was a significant correlation between affective maturity and vocation perseverance. One variable influences the other variable and vice versa. This result validates and affirms the theory of Emotionally Healthy Spirituality by Peter Scazzero (2006) who claims that it is impossible to be spiritually mature while remaining emotionally

immature. Maturity in affections is a vital prerequisite that enables the Salesians to persevere in their life as priests. A Salesian who recognizes and manages his affections well can easily endure and stick it out in his chosen vocation.

Likewise, it can be said that the SDB who persevere in their vocation are those who are affectively mature.

CONCLUSIONS

Based on the foregoing findings, the following conclusions are hereby presented:

1. SDB in TL are consistently aware and can manage their emotions and impulses. They are aware of their feelings of joy and gladness, despair and sadness, and even of impatience and anger. However, when these feelings tend to go over-board, they are able to manage and control them. This means that the SDB are just as human as anybody else.
2. The SDB are happy and surviving in their perseverance in an inconsistent manner. It is their strong spirituality, as shown in their daily activities in prayer and communion with God, which sustains them to continue pursuing their vocation.
3. The SDB manifest the same level of affective maturity regardless of their age, level of formation and type of family. Affective maturity of SDB is essential in their vocation perseverance.
4. SDB have the same level of vocation perseverance regardless of their age and level of formation.
5. Affective maturity and vocation perseverance are mutually dependent. Maturity in affections is a vital prerequisite that enables the Salesians to persevere in their life as priests. A Salesian who recognizes and manages his affections well can easily endure and stick it out in his chosen vocation.

RECOMMENDATIONS

Based on the findings and conclusions elicited from the study, the following recommendations are hereby proposed.

1. SDB in TL must give maximum focus on the formands' affective maturity by knowing and understanding their emotions. Seminars and other activities in Emotion Intelligence (EQ) can improve and reach the ideal of "very high." Awareness and management of emotions of the formands are drivers to let them persevere in their vocation.
2. Formators should be trained in managing emotions of the candidates in their formation years. Let them go for updating courses in the field of psychology and emotional therapy. Let them be given "modernized know how" in affective management of feelings of formands. Some formators can become individual counselors and spiritual directors by learning these in institutions/centers offering it as a course. The better prepared the formators in this aspect of Emotional Intelligence (EQ), the better is the accompaniment to the formands. Support and accompany formands who have shown frail emotional maturity. There is still a need to strengthen the vocation perseverance of SDB in TL so that they can continue I their chosen vocation. While they are resilient in times of trouble, they need help so that they can get back to normalcy and continue with their ministry where they find a certain degree of fulfillment.
3. Let the superiors and those in charge of formation administer psychological exams to verify the suitability of candidates to the vocation of priesthood before they are accepted in the seminary. Let a team be formed to accompany the candidates in their emotional life growth.

Formators and formands have to recognize that affectively mature people typically have a team around them, from therapists to spiritual directors to keep them in check and on the path to living a life of Christ like priesthood. Because

they are supported, guided in the action of practicing right attitudes, affectively mature people can more easily overcome the challenges that life inevitably brings them. Through self-mastery of emotions, affectively mature people learn the art of turning life's lemons into lemonade.

4. Let the young SDB be closely accompanied by the formators in their spiritual life. Let them have a spiritual director for each individual Salesian so that they can be followed up in their vocation. On the other hand, let the older SDB processed their life-experiences so that they can improve resiliency and fulfillment in their assignments. Spirituality has to be valued and given importance and not left aside for both young and older SDB.
 - 5.1 Let there be a course on emotional Intelligence as part of their curriculum in the formation of the SDB in TL. Superiors and formators should give maximum importance to EQ in the accompaniment of formands in the seminary by gathering the formands once every three months as venue for human formation.
 - 5.2 Let the formators help in the perseverance of the candidates by being competent in the field of psych and emotional therapy.
 - 5.3 let the formators do serious personal work to heal their own emotional woundedness. Let it be integrated in their spiritual life.
 - 5.4 Let the formators teach the formands the formula of 3 A's (Aware, Accept and Appropriate Action) on emotions.

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SELECTED CATEGORIES OF STUDENTS' MULTIPLE INTELLIGENCE AND TEACHING STRATEGIES OF PUBLIC SCHOOL TEACHERS IN THE DISTRICT OF DUMARAO

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ABSTRACT

This study determined students' multiple intelligence and teaching strategies of public school teachers in the district of Dumarao for school year 2019-2020. The study used the descriptive and correlational methods of research. A simple random sampling was used to determine the respondents. Two hundred twenty-three (223) out of 505 public school elementary and secondary teachers in the district of Dumarao were the participants of the study.

A researcher-made questionnaire was used to gather the needed information and data and was subjected to validity and reliability testing. Frequency, percentage and mean were used to analyze descriptive data, t-test and ANOVA for differences and Pearson r for relationship. Significance was determined at 0.05 alpha level.

Results revealed that the extent of multiple intelligences of public school students in the district of Dumarao was "very good" in terms of bodily-kinesthetic, logical-mathematical, and literary-musical and "average" in verbal-linguistic intelligence.

The degree of teaching strategies of public school teachers in the district of Dumarao was "very good" in terms of bodily-kinesthetic teaching approach, logical-mathematical teaching approach, literary-musical teaching approach, and verbal-linguistic teaching approach.

Significant difference on teachers assessment of the extent of multiple intelligence of public school students were found when the respondents were grouped according to age, sex, length of service, and school level but not in terms of civil status.

No significant differences were found on the degree of teaching strategies of public school teachers when they were grouped according to sex, age, civil status, length of service, and school level.

Results of the study further revealed that there was a significant relationship between students' extent of multiple intelligence and teachers' degree of teaching strategies.

Keywords: multiple intelligence, teaching strategies

INTRODUCTION

Background and Rationale of the Study

Over the past few decades, research in the field of learning has led to the discovery of the Theory of Multiple Intelligences. This theory states that each person has different ways of learning and different intelligences they use in their daily lives.

While some can learn very well in a linguistically-based environment (reading and writing), others are better taught through mathematical-logic based learning. Still others benefit most from body-kinesthetic intelligence (learning by doing with the hands). Each person possesses each intelligence to an extent, but there is always a primary, or more dominant, intelligence.

Studies showed in the University of Putra Malaysia that the awareness of the different intelligences and the different teaching strategies can optimize learning motivation and enhance memory in accelerating the learning process. It also permits a more enlightened search for remedies of difficulties in teaching and learning as well as suggests alternative routes to an educational goal. Teachers should be aware that there is no single and absolute method in any teaching and learning process (Serin, Yavux & Muhammedzade, 2009).

Another study in Indonesia revealed that on the application of multiple intelligence theory in learning that is aimed at improving student achievement, the implementation of the multiple intelligence based learning strategy applied to science lesson not also enhances achievement, but also improves students' multiple intelligence and Science Process Skills (SPS). The effects of repetitive exercises in training of SPS improves students' SPS, especially the questioning skills (Winarti, A., Yuanita, L., & Nur, M., 2019).

As observed by the researcher, students nowadays learn in different ways and that they have different learning styles and different kinds of intelligence. To help them achieve their greatest potential. There is a need to gain an understanding of multiple intelligences and assist them on how to develop their dominant multiple intelligence personally, professionally, and culturally. Teachers had the great factor in developing the dominant multiple intelligence of the students.

The aim of education today is to ascertain effective learning and holistic development of the learners to become globally competent individuals. To achieve this, educational plans reflecting the educational philosophy and psychology of learning are designed and implemented to improve the approaches and techniques in teaching. Recently, experts in the field generally recognize the concept of individual differences. They affirmed the uniqueness of individual learning styles and set of intelligences. Thus, teaching requires that learning content, pace, techniques and approaches must be adapted to the capacities, interest, and uniqueness of the learner.

Helping students learn effectively is a challenge to teachers. Teachers must realize that one type of teaching strategies is not sufficient to students especially when dealing more than 25 students with different personality, learning style, and cognitive abilities. Effective teaching strategies are essential in ensuring successful teaching and learning process. Individual qualities within each teacher had been recognized as a major influence on their capacity and ability in creating opportunities for their students to teach effectively (Ball & Perry, 2009).

As a teacher at the Department of Education the researcher was motivated to conduct this study which explored the profile and the matching of teachers' teaching strategies and selected categories of students' multiple intelligences that could provide a viable recommendations that would enhance teachers' teaching strategies to suit to the nature of the multiple intelligence of their students.

Statement of the Problem

This study was conducted to identify the selected categories of

students' multiple intelligence and teaching strategies of public school teachers in the district of Dumarao for School Year 2019-2020.

Specifically, this study sought to answer the following questions:

1. What is the extent of selected categories of multiple intelligence of public school students in the district of Dumarao as a whole and in terms of bodily-kinesthetic, logical-mathematical, literary-musical, and verbal-linguistic?
2. What is the degree of teaching strategies of public school teachers in the district of Dumarao as a whole and in terms of bodily-kinesthetic, logical-mathematical, literary-musical, and verbal-linguistic intelligence of their students?
3. Is there a significant difference in the extent of selected categories of multiple intelligence of public school students when respondents are grouped according to sex, age, civil status, length of service and school level?
4. Is there a significant difference in the degree of teaching strategies of the respondents when grouped according to sex, age, civil status, length of service and school level?
5. Is there a significant relationship between the extent of selected categories of multiple intelligence of public school students and the level of teaching strategies of public school teachers in the district of Dumarao?

Theoretical Framework

The study was anchored on Gardner's Theory of Multiple Intelligence (1993). According to this theory, intelligence is the human ability to create problems and able to solve them. The key of MI theory is that all human beings have eight intelligences that are independent each other with varying degrees. Based on the assumption that each individual's intelligence profile is not the same, and then learning can be developed by evaluating the students' intelligence profile and designing the learning activity based on the level of their intelligence. According to MI theory, the dominant intelligence of a

child is generally relevant to the child's interest (Armstrong, 2004). Learning style and preferences of a child is an indicator of what type of intelligence he possesses. Through different teaching strategy, interests and talents serve as a means to learn the subject matter. Therefore, in application to this learning strategy, any type of student's dominant intelligence that may arise will be facilitated to evolve through appropriate activities, such as designing games or performing role playing for bodily-kinesthetic intelligence, solving word problems for logical-mathematical intelligence, making songs for literary-musical intelligence, and writing poetry related to the subject matter for verbal linguistic intelligence. These are only some of the activities that may help students develop their dominant multiple intelligence.

Conceptual Framework

The independent variables consisting of the demographic profile of the respondents such as sex, age, civil status, length of service, and school level is assumed to influence both the selected categories of students' multiple intelligence and teaching strategies. This is shown in Figure 1.

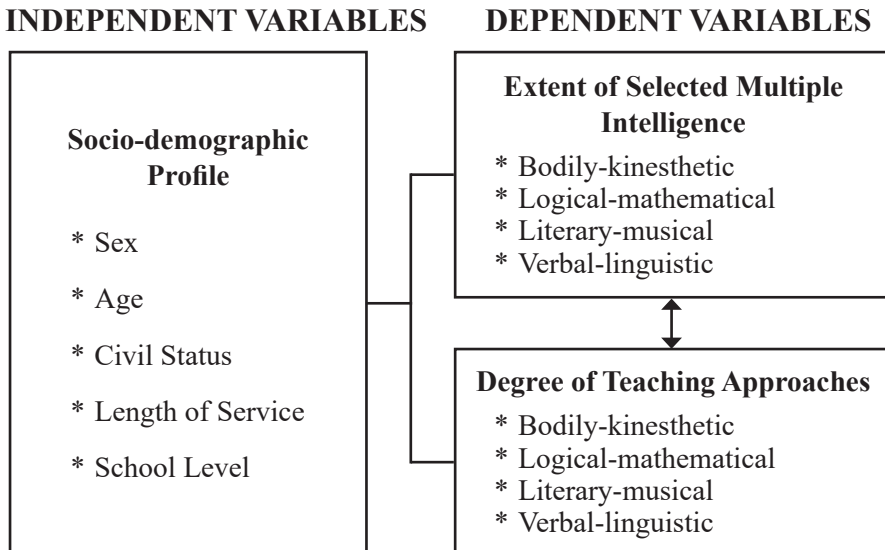


Figure 1. Schematic diagram showing the relationship of the variables of the study.

RELATED LITERATURE

Students' multiple intelligence. Gardner's Theory of Multiple Intelligence (MI) is analyzed by several authors and researches. Allock and Hulme explain that this theory rejects the traditional educational focus on literacy and numeracy and proposes that in order to promote inclusion, students must be taught through differentiated instruction as they are intelligent in multiple ways (Similarly, T. 2010).

Conventionally, it has been assumed that people possess two kinds of intelligence: mathematical and verbal. This belief has been valued, tested and accepted for a long time. Schools curriculum center on this type of intelligence for it is fairly measurable with standard tests known as IQ Test. In modern secular schools, mathematical and verbal abilities were considered as "academic" or "scholarly intelligence". Traditional concepts centers on this unitary nature of intelligence as formulated in early twentieth century, and studied in great detail by Piaget in 1950-1952 and other cognitively oriented psychologist (Davis, Christodoulou, Seider, and Gardner, 2012). However according to Howard Gardner, "there had to be much more to what people knew about the world than just their knowledge of numbers and words". Different people successfully made legends or made known to have excellent abilities or talents in fields other than sciences and mathematics, and he believed that these people possess certain kinds of knowledge that had never been considered before. And with the birth of this theory of multiple intelligences, he attempted to explain the varied nature of human ability. The theory of multiple intelligences posits that individuals possess eight or more relatively autonomous intelligences. Individuals draw on these intelligences, individually are corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993, 1999, 2006b, 2006c). The eight identified intelligences include verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, literary-musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence.

The above mentioned multiple intelligences can be briefly describes as follows: verbal-linguistic (word smart), logical- mathematical

(number/reasoning smart), literary-musical (music smart), visual-spatial (picture smart), bodily-kinesthetic (body smart), interpersonal (people smart), interpersonal (self-smart), and naturalist (nature smart) by (Armstrong, 2015).

Bodily-kinesthetic intelligence. Often, kinesthetic learners are misunderstood. Their need for movement is sometimes viewed as a behavior problem. These are the students who are constantly being told to “sit still” in their desks. Unfortunately the more we urge kinesthetic learners to sit still, the more they seem to need to move. Once we understand that movement is a learning style, the more success we will have with these very special learners. We can learn to need to move work for us (SnapWords, 2016).

Bodily-kinesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and minds. They can control their bodies with grace, expertise, and athleticism. A teacher should understand that movement is part of their learning style and not misbehavior. Helping students learn using various activities or movements that suits to their abilities can be enjoyable.

Logical-mathematical intelligence. People with logical-mathematical learning styles use reasoning and logical sequencing to absorb information. Their strengths are in math, logic, seeing patterns, and problem solving. They like to work with numbers, find logical methods to answer questions, classify, and categorize. As they are comfortable working with abstract.

They enjoy school activities such as math, computer science, technology, drafting, design, chemistry, and “hard sciences.” Logical-mathematical learners prefer logical order in instruction and often work best in structured, organized environments. They have strong visual analysis, memory, and problem-solving skills (Logsdon, A., 2019).

Logical-mathematical students enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason and are good at chess and computer programs. They think in terms of cause and effect. Students with logical-mathematical intelligence can always give reasons to every situation. They have an in-depth understanding in analyzing

problems. They always reason out for every situations/ problems. Teachers should help students to love numbers and use their higher order thinking skills in asking and answering questions to develop this kind of intelligence.

Literary-musical intelligence. We are born with musical aptitude. As with other human learning potentials, there is a wide range of music aptitude levels distributed among the human population. Moreover, both music aptitude and musical achievement are dependent on audition, i.e. our music learning potentials and our music learning achievements are based on our music thinking. Most importantly, music thinking goes beyond mere imitation and leads to music comprehension (Gordon, 2007).

Musical students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head. Having an ability to create and play music was considered gifted. Everyone likes music, but not everyone have an ability to comprehend and perform it. Understanding this type of learner can help develop their skills and abilities in music.

Verbal-linguistic intelligence. Verbal-linguistic learners absolutely love words. They have an immense capacity to use language and to express themselves, and to understand other people. They are good at both forms of language, written as well oral. They enjoy reading, writing and learning languages and they think in language (Mac Kenzie'z, 2018).

Verbal-linguistic students love words and use them as primary way of thinking and solving problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

Teaching strategies. The implementation of multiple intelligence based learning strategies in schools not only improves learning outcomes but also students' interest, motivation, and emotional intelligence. Students' retention increases as the improvement of their self-esteem. O the research conducted by Ghamrawi (2014), on the child's ability to learn vocabulary proved that the application of multiple intelligences were not more focused on the impact of the learning method toward students' interest, motivation, self-esteem, and learning outcomes. There were only small amount researches on

multiple intelligences that try to improve the multiple intelligences themselves.

One of the remarkable features of the theory of multiple intelligences is on how it provides eight different pathways to learning. If a teacher is having a difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Teachers seek ways on how and what teaching strategies to be used that suits to the interest and abilities of their students.

Bodily-kinesthetic teaching approach. Students may leave their textbooks and folders behind when they leave school, but they take their bodies with them wherever they go. Consequently, finding ways to help students integrate learning at a “gut” level can be very important to increasing their retention, understanding, and interest. Traditionally, physical learning has been considered the province of physical education and vocational education. Some strategies however, show how easy to integrate hands-on and kinesthetic learning activities into a traditional academic subjects like reading, math and science (Armstrong, 2016).

Incorporating topics with body movements such as games or physical fitness activity would be very effective teaching strategies. Letting students go outside the classroom and doing physical activities would help them develop their bodily-kinesthetic intelligence because they learn best when they explore and perform the task or activity.

Logical-mathematical teaching approach. People with significant logical- mathematical intelligence are often good at logical reasoning and scientific investigation. Certain approaches may be more suited to learners with strong logical-mathematical intelligence such as inductive approach where learners find rules themselves from example of the language (Armstrong, 2016).

Teacher should integrate numbers and logic in the lesson and engage students in hypothetical discussions and analyze situations. Students with logical-mathematical intelligence love problem solving and associate numbers and equations with meaning.

This approach is commonly used in Mathematics and Science subject that needs scientific explanation and reasoning. Certain

strategies are employed to perform a task well. Teachers with this type of teaching strategies are commonly Mathematics and Science teachers.

Literary-musical teaching approach. A Swiss educator known for eurhythmics, which incorporates rhythm, structure, and musical expression with movement. The ultimate goal is to develop total cognitive and kinesthetic awareness through sound. The music acts as a stimulus to which the body responds, after which sensation returns to the brain to form emotions, which deepens the significance of the experience (Dalcroze, 2009).

Using audio-visual media in teaching for literary and music can help develop literary-musical intelligence of a student. If the lesson entails memorization, incorporate a melody or a tune so students can easily recall. Performing action songs before each class sessions, group and individual singing activity, and encouraging students to compose their own song after the lesson are some strategies that may help develop and improve their intelligence.

Verbal-linguistic teaching approach. Students with verbal-linguistic intelligence type are best suited to the traditional school environment. These students learn well through listening, reading and writing, often making them excellent pupils. It is easy and interesting to work with such learners as they respond to the slightest stimuli provided. Exercises can be undertaken at home and school to strengthen verbal-linguistic intelligence. Some of them can be reading stories, writing poems, narrating drama, role plays, vocabulary games, and etc. (Mac Kenzie'z, 2018).

Students' multiple intelligence. Multiple Intelligence theory had gained wide popularity and acceptance in the whole world since its introduction in 1983 by its proponent, Howard Gardner. However, in the Philippines, its application and utilization is not yet highly popularized and so research outputs in this topic is still limited. Although some local researchers had done investigation on the field, but few were publicized and duly recognized.

The different multiple intelligences among students were said to be develop or underdeveloped. In the study of Mayo (2007), concluded that logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist and existentialist intelligence

were significantly related to performance of the students. While visual-spatial, musical, and intrapersonal intelligence were not significantly related to performance. The personal characteristics such as age, sex and grade level were also found to be non significant predictors of multiple intelligence.

METHODOLOGY

Research Design

This study made use of the descriptive-correlational design to describe the extent of multiple intelligence and the degree of teaching strategies. The descriptive-correlational method is appropriate to use because it describes the variables and determines the relationships among the variables of the study.

Descriptive method describes the present characteristics of a particular population (Fraenkel and Wallen, 2009). This is suitable to the study because it described the (1) socio-demographic profile of the respondents; (2) extent of students' multiple intelligence, and (3) degree of teaching strategies.

On the other hand, the study is correlational because it determined whether or not two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (Siddharth and Kalla, 2011). Thus, the research design was used to measure the extent of students multiple intelligence and the degree of teachers' teaching strategies and determine their differences when they were grouped according to their selected profile. Likewise, as attempt was made to determine the relationship between the extent of students' multiple intelligence and teachers' teaching strategies.

Research Participants and Sampling Procedure

This study involved a total of 505 teachers in elementary and secondary in the district of Dumarao. This includes five primary

schools, 26 elementary schools, two integrated schools, and five high schools.

The 223 respondents of this study were drawn and selected by means of two types of sampling procedure. First was the stratified random sampling technique which was used in selecting a random sample from subgroups or strata into which a population is being divided (David, 2002). Second, was the fish bowl method where the researcher picked a number that corresponds to the list of the respondents to determine the sample size.

Table 1. Distribution of respondents.

School Level	Population	Sample Size	Percentage
Elementary	301	133	59.64
Secondary	204	90	40.36
Total	505	223	100

Research Instrument Used

A research-made questionnaire was used to gather data from the respondents. In order to achieve the main purpose of this study, a three-part survey questionnaire was structured to collect data on the teachers' demographic profile, students' selected categories of multiple intelligence and teaching strategies of public school teachers in the district of Dumarao.

Part I consisted of items designed by the researcher to generate data on teachers' demographic profile such as sex, age, civil status, length of service and school level.

Part II was about the selected categories of students' multiple intelligence. Inventory was designed to determine the dominant type of multiple intelligences among students. It was divided into four sections which represented the four selected categories of multiple intelligence which are bodily-kinesthetic, logical-mathematical, literary-musical, and verbal-linguistic.

Part III dealt with the teaching strategies of teachers. For the

purpose of this study, the respondent's teaching strategies with the highest mean score was considered highly preferred while the lowest mean as least preferred by the respondents.

In line with the extent of students' multiple intelligence and degree of teaching strategies, the respondents' responses were scored and given interpretation as follows:

Score/ Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 (4.21 – 5.00)	Outstanding	The given statement is significantly exhibited. Extra evidences can attest that it is manifested in an exceedingly observable manner. The situation needs extra-challenge.
4 (3.41 – 4.20)	Very Good	The given statement is often exhibited. Evidences can attest that it is normally manifested in an observable manner. Encouragement can help to sustain it.
3 (2.61 – 3.40)	Average	The given statement is occasionally exhibited. Evidences can attest that it is observed but only in an inconsistent manner.
2 (1.81 – 2.60)	Poor	The given statement is hardly exhibited. Observable evidences in relation to it are deficient. The situation needs to improve.
1 (1.00 – 1.80)	Very Poor	The given statement is not exhibited at all and neither there are observable evidences that can attest to it. The situation needs intervention.

Data Gathering Procedure

After establishing the validity and reliability of the questionnaire, it was then reproduced based on the number of the respondents. The

researcher obtained permits to administer the questionnaire from the Schools Division Superintendent, Division of Capiz, public Schools District Supervisor, district of Dumarao as well as to the public elementary and secondary principals.

Data Analysis and Interpretation Procedure

Gathered data were encoded through Microsoft Excel and were subjected to computer-process using IBM Statistical Package for Social Science (SPSS) software version 20. The level of significance was set at 0.05 alpha. The data were placed in tables for data analysis and interpretation. Statistical tools were used to analyze both descriptive and inferential data:

FINDINGS OF THE STUDY

Results revealed that the extent of multiple intelligences of public school students in the district of Dumarao was “very good” in terms of bodily-kinesthetic, logical-mathematical, and, literary-musical and “average” in verbal-linguistic intelligence.

The degree of teaching strategies of public school teachers in the district of Dumarao was “very good” in terms of bodily-kinesthetic, logical-mathematical, literary-musical, and verbal-linguistic intelligence of their students.

Significant differences on teachers’ assessment of the extent of multiple intelligence of public school students’ were found when they were grouped according to age, sex, length of service, and school level but not in terms of civil status.

No significant differences were found on the degree of teaching strategies of public school teachers when they were grouped according to sex, age, civil status, length of service, and school level.

Results of the study further revealed that there was a significant relationship between students’ extent of multiple intelligence and teachers’ degree of teaching strategies.

CONCLUSIONS

Based on the findings of the study, the following conclusions are made:

1. The selected categories of multiple intelligence among public school students in the district of Dumarao are normally manifested in an observable manner. They tend to be more of the bodily-kinesthetic and least of the verbal-linguistic type.
2. The teaching strategies of public school teachers in the district of Dumarao are normally manifested in an observable manner. They employ teaching strategies that compliment the ways their students learn. They provide learning activities that match their students' cognitive abilities.
3. Selected teachers' profile such as sex, age, length of service and school level taught cause a variation in their assessment of students' multiple intelligence but not their civil status.
4. Public school teachers in the district of Dumarao try to complement their teaching strategies with their students' type of intelligence regardless of their profile.
5. The selected categories of multiple intelligence of public school students and the teaching strategies of public school teachers in the District of Dumarao are mutually dependent.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations are formulated:

1. Public school teachers should provide activities that could enhance their student' bodily-kinesthetic intelligence without neglecting their logical-mathematical, literary-musical, and especially their verbal-linguistic intelligence. Activities on communication skills may help them.
2. Public school teachers can check and monitor students' performance as manifested by their multiple intelligence

from time to time, and always use teaching strategies that compliment their manifested ways of learning. They may select from a variety of strategies that involve movements, critical thinking, computing, use of songs and literary pieces that are suited and relevant to students' millennial life.

3. School administrators may look into the demographic profile of their teachers and find ways to discover why their assessments of the multiple intelligence of their students vary when they are grouped according to their sex, age, length of service and school level.
4. A more intensive and in-depth research on the subject of multiple intelligence should be undertaken to further validate the results of this study.

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CORE VALUES AMONG PERSONNEL OF METRO ROXAS WATER DISTRICT

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ABSTRACT

This study determined the level of core values awareness of Metro Roxas Water District (MRWD) personnel and the degree to which the core values are being manifested as perceived by their concessionaires.

This study used the descriptive-correlational method of research. The respondents of this study were the 156 MRWD personnel with regular and job order employment status and a sample of 396 concessionaires which covered four (4) service areas such as Roxas City, Panay, Ivisan, and Panitan. The data were gathered through a researcher-made questionnaire subjected to content validity and reliability testing. The statistical tools used in this study were frequency count, percentage, mean, t-test, F-test, and Pearson r or product-moment correlation coefficient. The level of significant was set at alpha 0.05.

The level of core values awareness among MRWD personnel in terms of commitment, unified action, and shared responsibility was perceived by themselves as outstanding. On the other hand, the degree of core values manifestation among personnel of MRWD in terms of commitment, unified action, and shared responsibility was perceived by the concessionaires as very satisfactory.

Moreover, there was no significant difference in the level of core values awareness of MRWD personnel when grouped according to sex, age, civil status, educational attainment, work position, and length of service which implied that they had similar level of core values awareness regardless of their profile.

Likewise, there was no significant difference in the degree of core values manifestation of MRWD personnel as a whole as perceived by the concessionaire respondents when grouped according to sex, age, and civil status. However, a significant difference was found when concessionaires were grouped according to location.

There was no significant relationship between the extent of core values awareness of MRWD personnel as perceived by themselves and the degree of core values manifestation as perceived by the concessionaires.

Keywords: Core values, personnel, awareness

INTRODUCTION

Background and Rationale of the Study

Values have always played an important role in people's lives and are the basis of all relations in history (Malbašić, 2017). Values are considered as the most essential components of human character. Every individual can use them as a framework of reference for behaviour and to provide guidelines of personal choices that can be implemented. Values represent the core beliefs of an individual as a person and of the organization that inspires and guide its choices in the way it operates and deals with people (Malbašić, 2017). When becoming a member of a particular organization, each individual brings to that organization not just personal knowledge, skills and aspirations but also the formed personal values. Organizations that want to be at the forefront of innovation and change will need to accept that a wider dimension and mix of values among individuals may be the recipe for success (Boreham, 2016). Furthermore, values grow through ones' lifetime and experiences.

The importance of organizational values lay the foundation of understanding attitudes and motivation, and influence person's perceptions. Personnel enter an organization with preconceived notions of what "ought" and "ought not" to be. These notions contain their interpretations of right and wrong and their preference for certain behaviors or outcomes. Regardless of whether they clarify or bias judgment, values usually influence their attitudes and behaviors towards any situation (Robbins, et. al., 2017).

The role of business in the society is fast evolving. Increasingly, some organization are punished or rewarded based on their purpose

and accomplishments to its goals and objectives. Values also represent one of the most important cornerstones of the employee's story regarding what is most important. When workers honor specific values and can maintain a connection to them in the context of their work, they are more likely to be highly motivated, committed and engaged to perform excellent output (Groot, 2016). According to Macdonald (2016), Canadian leading companies have demonstrated a strong sense of purpose that create value for their stakeholders – not only stakeholders, but also employees, customers, and communities. They take into account the needs of future generations and the natural system they rely on. Canada has never been a homogenous society - defined by a single race or ethnicity – but that does not mean they have a distinct culture and identity. Canada's democratic values and traditions date back over

Statement of the Problem

This study aimed to determine the level of core values awareness of the MRWD personnel and the degree to which the core values are manifested as perceived by the concessionaires.

Specifically, this study sought answers to the following questions:

1. What is the level of core values awareness of the MRWD personnel as a whole and in terms of commitment, unified action, and shared responsibility?
2. What is the degree of core values manifestation of the MRWD personnel as a whole and in terms of commitment, unified action, and shared responsibility?
3. Is there a significant difference in the level of core values awareness of the MRWD personnel as a whole when they are grouped according to sex, age, civil status, educational attainment, work position, and length of service?
4. Is there a significant difference in the degree of core values manifestation of the MRWD personnel as a whole when they

are grouped according to sex, age, civil status, and location?

5. Is there a significant relationship between the level of core values awareness and the degree of core values manifestation of the MRWD personnel as perceived by the respondents?

Hypotheses of the Study

The following assumptions were drawn from the problem.

1. There is no significant difference in the level of core values awareness of the MRWD personnel when they are grouped according to sex, age, civil status, educational attainment, work position and length of service.
2. There is no significant difference in the degree of core values manifestation of the MRWD personnel when they are grouped according to sex, age, civil status, and location.
3. There is no significant relationship between the level of awareness and the degree of core values manifestation of the MRWD personnel as perceived by the respondents.

Theoretical Framework

This study was anchored on the Organizational Behavior Theory by Frederick W. Taylor (1949) and The Theory of Basic Human Values developed by Shalom H. Schwartz (2012).

The theory on Organizational Behavior (OB) was concerned with the study of human behavior within an organization. The work of what people do in an organization environment contributes to the performance of the organization. Organizational theory seek to control, predict, and explain. Organizational behavior can play a major role in organizational development, enhancing overall organizational performance, as well as enhancing individual and group performance, satisfaction, and commitment (Rahman, 2012).

Conceptual Framework

This study is focused on the level of awareness of the MRWD core values among personnel as perceived by themselves and the degree of manifestation of the MRWD core values as perceived by the concessionaire respondents. The schematic diagram (Figure 1) illustrates the variables covered in the study.

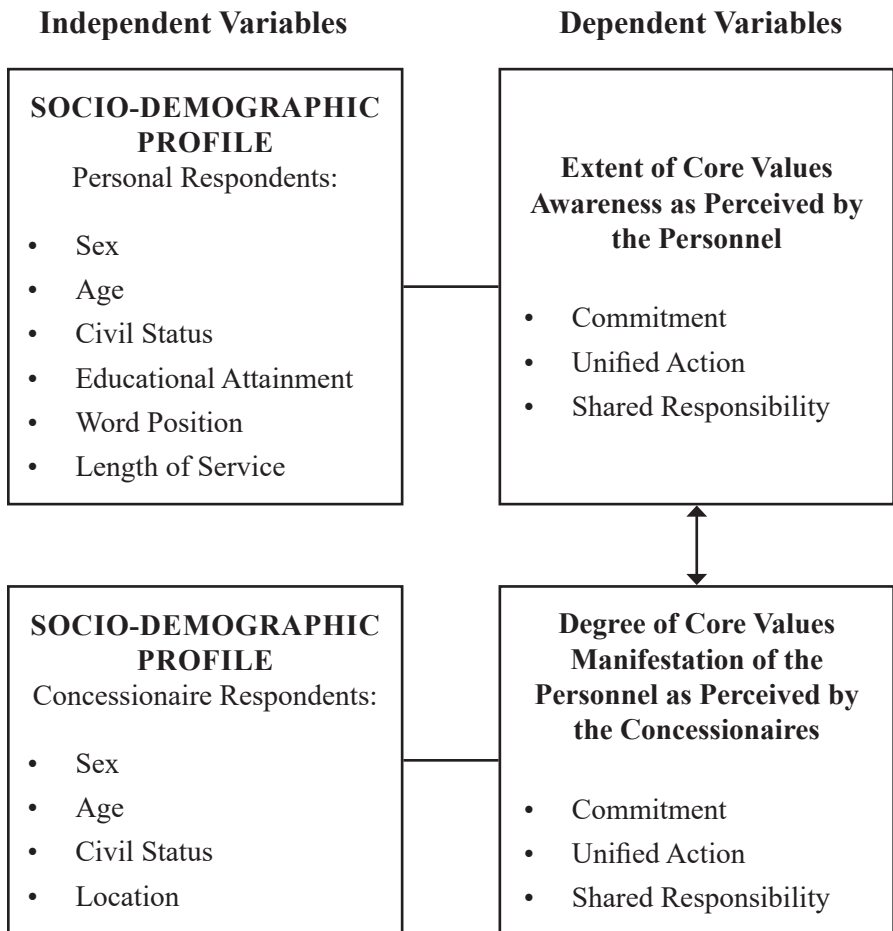


Figure 1. Schematic diagram showing the relationship between the variables and their components used in the study.

RELATED LITERATURE

This section presents the summary and critical analysis of the different core values awareness and its manifestation among employees in the foreign setting.

Core Values. Core values can be defined as ethical rules for an organization and its employees. Core values are the beliefs or guiding principles that are core to the organization to steer the right actions to achieve common goals and objectives. This serve as the pillar that strengthen the organizational culture, uniqueness, and operational strategy (Brage, et. al., 2016). Its importance lay the foundation of understanding attitudes, work ethics, motivation, and they influence individual perceptions. Values are closely associated with social norms and regarded as a vital element of organizational culture (Zwetsloot, et.al., 2013).

In organization, values play a great role in changing and developing their culture through the prevailing value system that usually draws on customs, norms and administrative rituals. The culture of the organization includes all the beliefs, feelings, behaviors, symbols and logos pertaining the organization; it is the philosophy shared by most of the employees of the organization reflecting their thought beliefs, feelings, conceptions, expectations, attitudes, standards and the values they believe in (Brage, et. al., 2016).

Personal values differ from organizational values because personal values are associated with those people as individuals, while organizational values are connected with an organization as a system. In the study of management and organizational behavior theories have offered several concepts and models which dictates that organizational values are an important factor for running or operating organizations successfully (Rey, et al. 2015). The importance of organizational values is even more explained by Gorenak (2012) that organization is just like a human; it makes decisions, does what it thinks it's right, has legal limitations on what it can do, has moral limitations, and implements its own rules and beliefs, it advances on the basis of its decisions, creates myths, legends and habits and so on. Therefore, organizational values are integrated into personality of a company thus playing a similar role as values do in lives of

individuals; directing behavioral patterns, influencing relationships within the organization and influencing how company perceive its customers, suppliers, and competition. Organizational values are the basic principles that determine the business activity and by which organizations are recognized and as part of their culture. Emphasized by Schwartz (2012), the concept of organizational values has most frequently been discussed in business domains. The reason for that is that organizational values are a crucial element of organizational culture, and thus have an important role in presenting a company to the public, because customers recognize companies by their core values.

Commitment. Commitment is the state of being obligated or bound (as by intellectual conviction or emotional ties) – defines as the “state of being committed” or “engagement, involvement.” Therefore, in addition to being a pledge or promise, commitment is also the state one arrives at having made a pledge or promise (Allen, et. al., 1997). Along with this concept, all commitments have an objects or focus – a party to which the commitment is made. This may be a person, a group of persons, an entity made up of people (as in organization), or an idea or cause. All commitments also include some idea of terms – and understanding of what must be done by a committed person to uphold the commitment.

Commitment in the workplace can further be divided into different aspects. Employee may be committed to career, occupation, goals, teams, leaders or organization as such. Allen, et. al. (1997) conducted a review of the previous studies and conceptualizations on workplace commitment. They argue that it is well recognized that employees develop more than one work-relevant commitment. Even though all of these are to be seen in the workplace and affect employee’s total workplace commitment, they all have their own characteristics (Alam, 2011). Organizational commitment, as conceptualized by Allen and Meyer (1997) is one of the most widely used theories in organizational commitment. It has been the leading approach in studying organizational commitment for more than 20 years. It sees commitment as having three components are affective commitment, continuance commitment and normative commitment.

An employee with a strong organizational commitment identifies with a particular organization and its goals and wishes to remain a

member. Emotional attachment to an organization and belief in its value is the “gold standard” for employee commitment. Employees who are committed will be less likely to engage in work withdrawal even if they are dissatisfied because they have a sense of organizational loyalty or attachment. Even if employees are not currently happy with their work, they are willing to make sacrifices for the organization if they are committed enough (Robbins, 2017).

Unified action. “Unity” is the state of different areas or groups being joined together to form a single country or organization. For healthy and effective organization, there has to be a unity in diversity which is sometimes termed as, “Oneness”, characterized by a mysterious spiritual and emotional bond between people (Çelik, 2012). Related to Oneness principle there is actually no “Other” but “We”. In the same light of thought, when an employee has seen no other, it means helping and supporting the correspondent no matter what his/her position, race, or religion. Every action of the employee must always conform the actions of the other employees for the purpose of synchronization in the organization. Everyone must abide with what has been set by the office or the whole system should be followed to fulfill the vision and mission of the organization.

Shared responsibility. Shared responsibility is generally regarded as having the potential to address responsibility gaps in situations of concerted action. As such, shared responsibility may be important for global governance in relation to such diverse areas as peace-keeping, climate change, migration, and conservation of natural resources. However, the sharing of responsibility can lead to a diffusion of responsibility that makes it more difficult to determine who is responsible for what. Thereby, it can undermine the effectiveness of global governance and moreover generate a new set of responsibility gaps. This explores principles and processes of responsibility that can operationalize the abstract idea of shared responsibility and mitigate these negative consequences (Nollkaemper, 2018). Another definition derived from Zalta (2017), a responsibility is an agreed-upon task or commitment that must be adhered to and completed in order to satisfy the terms of the commitment. It is considered a duty – a person must fully understand his/her responsibility in order to fulfill its goals and to satisfy the purpose.

Commitment. Over the years, there are a lot of measurements and researches on employees work values and organizational commitment. Engagement in organization persists as a primary variable of interest in studies of employment, organizations, and allied fields. Commitment has been studied by many because it is believed to affect organizational performance. Allen and Meyer, for instance (1997), found that employees that have a good relationship with their immediate work group or teams have higher levels of assurance. Throughout the workplace, employees must be given numerous opportunities to feel committed to the organization. Individuals would probably be more comfortable in an environment that is consistent with their values. Employees in an organization establish attitudes about many different things. They are likely to have attitudes towards their salary, their possible promotion, their boss or supervisor, their benefits, and so on. Some of these attitudes are organizational commitment and job satisfaction. Organizational commitment brings meaning and significance for the employees to pursue their career in a certain work environment. Buenviaje, et. al., (2016) noted that organizational commitment concentrates on total interest of the employee towards the organization rather than work.

METHODOLOGY

Research Design

The descriptive-correlational research design was used to determine whether there is existing relationship among variables or none. If there is, to what extent or degree the relationship is (Ariola, 2006). Since the researcher want to find out the extent of core values awareness and the degree to which the core values are manifested as perceived by the respondents, descriptive-correlational method was employed.

Research Participants and Sampling Procedure

The respondents of the study were selected from 258 personnel and 37,101 concessionaires of the MRWD.

The study used a random sampling in the identification and selection of the respondents. The purpose of this type of sampling is to collect data that become representatives of the entire population of interest. A sample population of the personnel and concessionaires were used to make inferences about the whole population. A random sample in which members of the population was primarily distributed first per division, then, randomly selected to be part of the sample. However, the researcher used the +5% Margin of Error to determine the appropriate representative sample size of a population (Pagoso, 1985).

Table 1. Distribution of the respondents.

Respondents	Population	Sample Size	Percent
Personnel:			
Regular	147	89	57.05
Job-Order	111	67	42.95
Total	258	156	100
Service Area:			
Roxas City	28798	307	77.52
Panay	5052	54	13.64
Ivisan	1539	17	4.29
Panitan	1712	18	4.55
Total	37101	396	100

Research Instrument Used

The research instruments were two (2) sets of questionnaires used for personnel and concessionaire respondents (see Appendix M, pp.125-134). For the personnel, Part I gathered information on the socio-demographic profile of the respondents in terms of sex, age, civil

status, educational attainment, work position, and length of service. Part II dealt with the extent of core values awareness of the MRWD as perceived by the personnel. For the concessionaires, Part I gathered information on the socio-demographic profile of the respondents in terms of sex, age, civil status, and location. Part II dealt with the degree of core values manifestation of the MRWD personnel as perceived by the concessionaires. Each component has several choices checked by the respondents. Part II for personnel and concessionaires were solicited information on the first dependent variable and the second dependent variable which includes the extent of core values awareness and the degree of core values manifestation of personnel in terms of commitment, unified action, and shared responsibility, respectively.

The data gathered were scored and given the equivalent verbal interpretation.

The responses for the extent of core values awareness and core values manifestation in terms of commitment, unified action, and shared responsibility, respectively have the same scoring mechanics. They were scored as follows:

Score Interval	Verbal Interpretation	Meaning of Verbal Interpretation
5 (4.21 – 5.00)	Outstanding	The core values awareness has far exceeded expectations. The personnel demonstrated exceptionally high performance.
4 (3.41 – 4.20)	Very Satisfactory	The core values awareness has consistently exceeded expectations. The performance is considered very well.
3 (2.61 – 3.40)	Satisfactory	The core values awareness has met expectations. The performance is considered good.
2 (1.81 – 2.60)	Poor	The core values awareness has failed to meet expectations. Progress toward performance is not met.
1 (1.00 – 1.80)	Very Poor	The core values awareness is consistently below expectations. Progress towards performance is not made. Significant improvement is needed.

Data Gathering Procedure

Having established the reliability and validity of the questionnaire, it was reproduced according to the number of respondents. After the validation of the questionnaire and found reliable, the researcher organized the results.

Data Analysis and Interpretation Procedure

The selection of the methods to analyze the data was guided by the objectives of the study and the hypothesized differences and relationships. The researcher made sure that the responses were properly scored and assigned the respective verbal interpretation for each indicator. Since this study is a descriptive-correlational research design, descriptive and inferential statistics of the SPSS were carried out. For descriptive statistics, frequency count and its percentage and mean. For inferential statistics, Pearson-Product Moment Coefficient of Correlation, t-test, f-test, and Analysis of Variance (ANOVA) were used.

FINDINGS OF THE STUDY

That the level of MRWD Core Value awareness of the MRWD personnel was outstanding.

The degree of MRWD Core Values manifestation among the concessionaire respondents was very satisfactory.

There was no significant difference in the level of MRWD Core Values awareness when grouped according to their selected profile such as sex, age, civil status, educational attainment, work position, and length of service.

There was no significant difference in the level of MRWD Core Values manifestation when grouped according to their selected profile such as sex, age, and civil status. However, there was a significant difference in the degree of core values manifestation of MRWD

personnel when responses are grouped according to location or service area.

Lastly, there was no significant relationship between the level of MRWD Core Values awareness and their manifestation among personnel of MRWD.

CONCLUSIONS

The following conclusions are drawn based on the findings:

1. MRWD personnel are fully aware of the core values of the organization and manifest the same by being committed, working as a team, and taking responsibility for tasks assigned.
2. Concessionaires observed the personnel of MRWD as performing their jobs as expected of them in accordance with the organization's core values.
3. MRWD personnel manifest the same level of core values awareness regardless of their sex, age, civil status, educational attainment, work position, and length of service.
4. The perception of how MRWD employees manifest the core values of the organization varies according to location.
5. The MRWD Core Values awareness and their manifestation among personnel are not mutually dependent.

RECOMMENDATIONS

Based on the findings of the study and the conclusions made, the researcher makes the following recommendations:

1. MRWD management must sustain the employees' level of awareness of the core values by revisiting them in forums where these core values can be discussed and translated in their actual work.
2. Employees of the MRWD must live the core values and manifest the same as they undertake their tasks in providing

quality service to the concessionaires so that the latter may see that commitment, unified action, and shared responsibility among them are manifested.

3. MRWD management must see to it that targeted service areas are reached and provided with adequate water supply especially those that are located away from water sources.
4. Management should find ways to conduct dialogues with concessionaire to find out problems that they may encounter in relation to water distribution and services being provided by MRWD personnel in order to get feedback as regards the organization's mission and goals.
5. Further research on the relationship of employees' awareness about the organization's core values and how these are manifested in the delivery of service may be conducted to further verify and validate the results of the study.

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CPC HYMN

Lyrics By: **Mr. Vic Meñez**
Music By: **Mrs. Maria U. Javier**

Purísima beloved,
our hearts are all for thee
Thy crystal font of learning,
with grateful hearts
to thee we sing.
Thy founder brave and true,
blazed the trails
over trials and sorrows,
thy name we cherish,
sweetly nurtured with bliss,
With fervent prayers,
from thy portals we would march on
hope soaring high,
will resound with the challenge of time.
Onward we march
and raise the banner
of glory forever.
Hail dear Alma Mater!
Hail to thee all hail!

CAPIZ HYMN

O Capiz duog nga hamili
Dunang manggad sang
Diyos pinili, kadagatan
Mo kag kabukiran
Pagatatapon imong kabuganaan
Capiz matahum nga ngalan
Sa tagipusuon ikaw
Mapahamtang dumuluong ka o
Capizeño man ang
Kagayon sa gihapon
Nahamut'an

Chorus:

O, Capiz Capiz bisan
Diin kami padulong
O, Capiz Capiz imo
Ngalan pagadal'on
Capiz probinsiya nga
Pinasahi bilidhon ang mga
Palanublion ipadayon, palig-onon
Itib-ong Capiznon tanan
Magahugpong

O, Capiz Capiz bisan
Diin kami padulong
O, Capiz Capiz imo
Ngalan pagadal'on

O, Capiz Capiz bisan
Diin kami padulong
O, Capiz Capiz imo
Ngalan pagadal'on

Imo ngalan pagadal-on



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